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ABSTRACT

This guide is intended to assist California educators responsible for implementing the state's K-8 history-social science curriculum and provide practical ideas for bringing this curriculum into alignment with the History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve. The guide puts forth 10 principles for development of the curriculum. The principles are categorized by three broad themes: chronological history, integrated with geography, as the basis for the curriculum; ethics, civic values and the dignity of all peoples; and unifying the curriculum. The overall History-Social Science Framework identifies 12 strands for instructional development. Much of this guide is devoted to discussing the strands and demonstrating how they are reflected in course content by providing sample topics, questions, activities, and exemplars. The strands are: historical literacy; ethical literacy; cultural literacy; geographic literacy; economic literacy; sociopolitical literacy; national identity; constitutional heritage; civic values, rights, and responsibilities; participation skills; critical thinking skills; and basic study skills. The guide offers a broad range of ideas, topics, and suggested resources and respects the professionalism of educators as decision makers. (DB)

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# HISTORY-SOCIAL SCIENCE

## Model Curriculum Guide

## Kindergarten through Grade Eight

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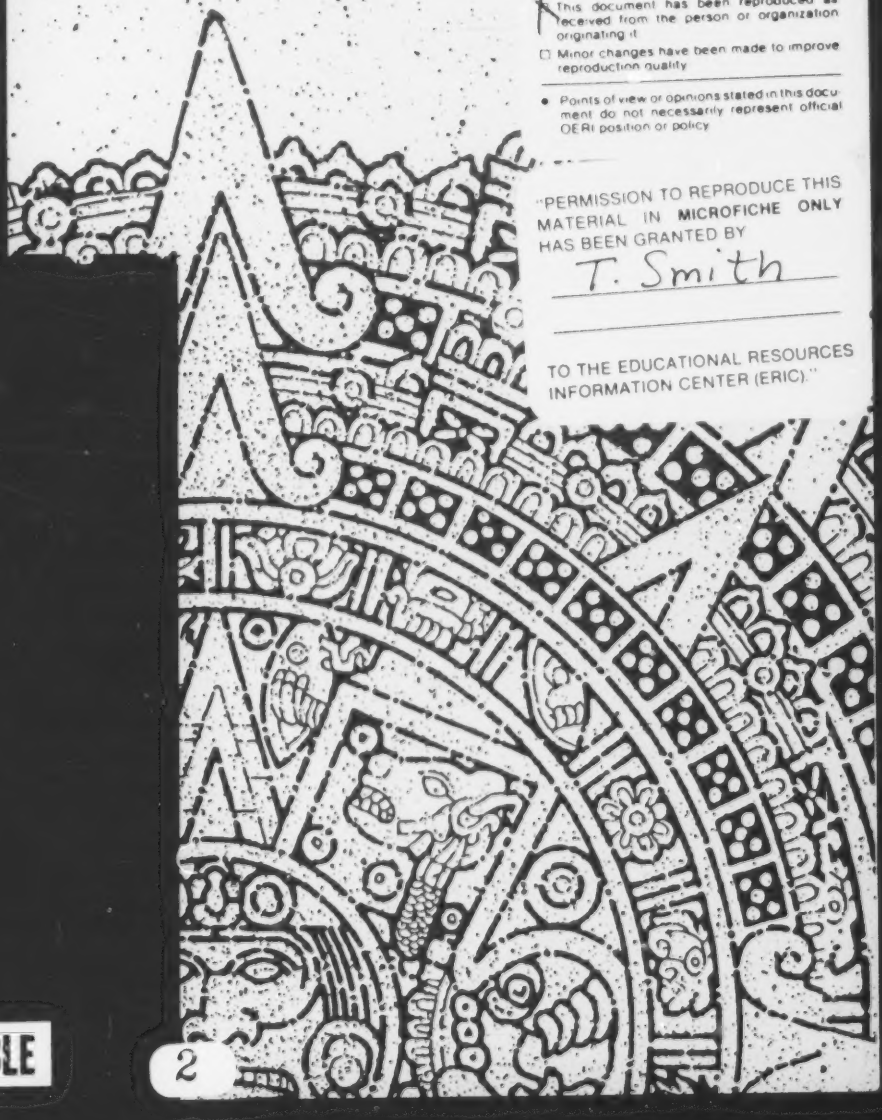

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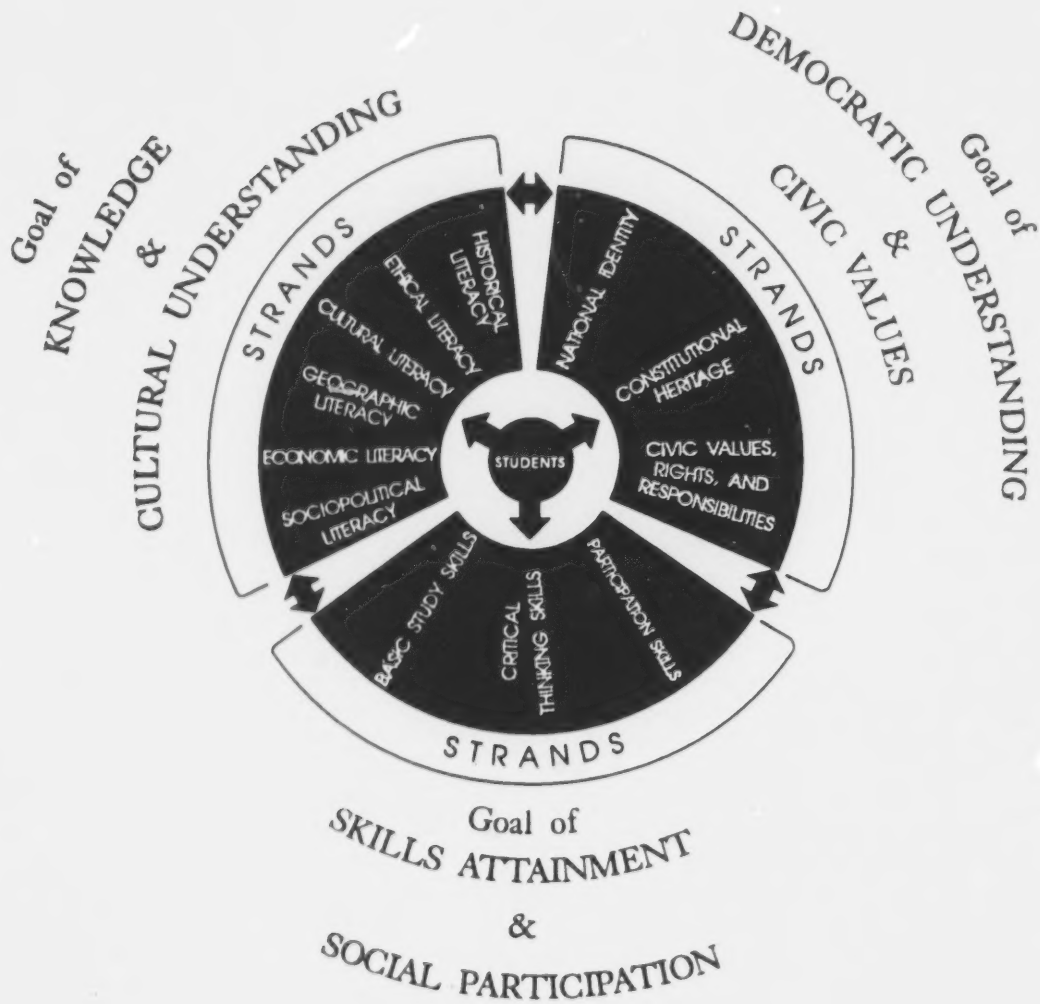
# HISTORY-SOCIAL SCIENCE GOALS AND CURRICULUM STRANDS



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> "Americans are not bound together by a common religion or a common ethnicity. Instead, our binding heritage is a democratic vision of liberty, equality, and justice. If Americans are to preserve that vision and bring it to daily practice, it is imperative that all citizens understand how it was shaped in the past, what events and forces either helped or obstructed it, and how it has evolved down to the circumstances and political discourse of our time."*
>
> **Kenneth T. Jackson**
> *Professor of History*
> *Columbia University*

America was founded on democratic principles, those which now form the very core of our nation's identity. We must protect our heritage and our identity by ensuring that our young people today understand these principles and how they came to be. Democracy does not come easily and is not easily or complacently maintained. The future of our nation could well depend upon each citizen's understanding of how hard it is to preserve a civilization, how societies have responded to and defended themselves in times of crisis. Citizens need to tell one another about the struggles which have been endured, the sacrifices borne, and the comforts sacrificed to preserve freedom and justice. They not only need to be familiar with the diverse ethical and cultural traditions which comprise the world; they also need a fundamental understanding of the traditions which forged and unify the United States as one nation.

### *The Need for Change*

Most educators and non-educators alike would agree that there are fundamental understandings in history that young people should know. Recent studies and assessments, however, suggest serious deficiencies in most students' basic knowledge of history-social science. These have been interpreted as indicating that many students have not internalized a common core of knowledge from which to draw information and understanding. There has been concern over the inadequacy, both in quantity and quality, of the history-social science curriculum in American classrooms. History is too often presented topically or thematically without regard to chronology, or sometimes replaced entirely with unrelated courses in the social sciences. In some elementary schools, studies in history-social science have been limited to fourth and fifth grades alone; in others, the subject is coordinated as an optional, "if time allows" course of study. In the middle school years, electives sometimes called "area studies" and containing little history content, are sometimes substituted for seventh or eighth grade courses of study. Thematic approaches at this level have fragmented the curriculum further, subordinating chronological study and diluting the discipline of history.

Conditions such as these point up the need for a substantive change in what all California students learn about their nation and the world and in how deeply and well they learn it. Students must have an understanding of the ethics, values, decisions, and heritage that so strongly influence our personal lives and the conduct of national and world governments. Students must begin in the early grades to develop their understanding of the past and present and see how past and present events, as well as national and world events, are connected. This can be realized by a scheduled, systematic, and sequential study of history, integrated with the other humanities and the social sciences.

Indeed, the very future of our society is incumbent upon a strong, meaningful history-social science curriculum, enriched with the best in literature and the fine arts. These are vital to transmitting our culture from one generation to the next, developing historical and cultural empathy, and preparing our young people to act as responsible citizens in a diverse nation and world.

* *Building a History Curriculum: Guidelines for Teaching History in Schools*, National Council on History in Education, 1988, page 2.

*The Reform Effort in History-Social Science*

The History-Social Science Framework of 1981 provided a beginning to the reform process. Its scope and sequence was a first step in defining curriculum. The 1988 ***History-Social Science Framework for California Schools, Kindergarten Through Grade Twelve*** has brought new directions, new commitments, and new enthusiasm for change as well as specific guidelines for districts to design and implement curriculum. The knowledge of the history-social science disciplines, emphasizing history and geography while integrating the other humanities and social sciences, is essential to the development of individual and social intelligence. That knowledge also prepares students to become responsible citizens, comprehend global interrelationships, and understand the vital connections among past, present, and future. As Kenneth Jackson has pointed out, unlike other peoples of the world, Americans are not bound together by a single religion or a common ethnicity. Our binding heritage is a democratic vision of liberty, equality, and justice which unites us as Americans.

Important changes are advocated for all grade levels. At the primary level, historical studies and literature need to be strengthened. The new curriculum calls for significantly deepening and extending learnings, altering the typical "near to far" model to one of "here, there, then," thereby allowing young students the opportunity to reach out to times past in ways appropriate for their age levels. It builds on the important learnings young children have already developed during infancy and preschool years, moves outward to help them develop important geographic linkages, and back in time through history to link them with times and people from the past. In this way, students develop sensitivity and appreciation for people and times past and for the continuity of the human experience. They develop a sense of historical empathy and a legacy of local, regional, and national traditions that provide common memories and a shared sense of humanity.

In the upper grades, the new curriculum calls for significantly increasing the time allocated to chronological history, providing opportunities for in-depth study, and emphasizing the importance of connecting with the past and linking the past to the present. It also recognizes that students need to understand the important interplay between world and American historical events, in chronological sequence, so that they can identify the global context in which this nation's history developed.

At all grade levels, K-8, the call for change encourages the complete immersion of students in history and geography and the other social sciences. The curriculum provides for many opportunities for the use of quality literature, art, music, dance, and drama, and the correlation of history-social science with other disciplines.

The ***History-Social Science Model Curriculum Guide for Kindergarten Through Grade Eight*** has been written to reinforce the content of the framework. It provides teachers, curriculum leaders, and librarians with a wealth of suggested study topics, issues, activities, literature, and technology for implementing the framework's courses. Its development was begun during the summer of 1988 by a group of educators from throughout California, curriculum specialists from county offices of education and local school districts, librarians, and classroom teachers. It was reviewed by educators across California, and as a result, numerous additions were made.

Special gratitude is extended to Dr. Paul Gagnon, Executive Secretary of the National Council for History Education, Inc., for his extensive contributions in the chapter, "The Strands and Their Implementation." Further appreciation is extended to Dr. Ann Lathrop, Associate Professor, Instructional Systems Technology Department, California State University, Long Beach; V. Ruth Smith, Librarian, Stanislaus County Office of Education; and Harry Bakker, Director, Instructional Materials Center, Stanislaus County Office of Education, for the many examples of technology resources featured throughout the guide. To all who contributed to the document's completion, we offer our deepest thanks and appreciation.

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The purpose of the ***History-Social Science Model Curriculum Guide, Kindergarten Through Grade Eight*** is to assist those most responsible for implementing the history-social science curriculum and provide practical ideas for bringing this curriculum into alignment with the ***History-Social Science Framework for California Public Schools Kindergarten Through Grade Twelve***.

The guide is organized to reflect features of the framework. The framework presents 17 distinguishing characteristics for the history-social science program; the guide reflects these characteristics essentially and succinctly in its "Ten Principles for Curriculum Development," Chapter Two. The framework identifies twelve strands for instructional development; the guide demonstrates how the strands are reflected in course content by providing sample topics, questions, activities, and exemplars. In this way, the guide brings specificity to the framework, and is to be used in on-going curriculum development and improvement.

Materials for implementing the framework come from varied sources. Thus, in addition to the literature, primary sources, and technology resources mentioned in this guide, districts are encouraged to search out further appropriate material to enhance their curriculum.

The important questions considered in the writing of this guide were: What questions and activities actively engage students in the learning process? How can teachers be assisted in making curriculum decisions regarding integration and correlation of instruction? How are the curriculum strands incorporated into the grade level course descriptions? What materials and resources can serve as examples for implementation?

These questions are answered by providing a document which:

- Is consistent with the organization and content of the framework;
- Is designed for teachers, mentor teachers, principals, librarians, staff development specialists, and curriculum leaders;
- Provides suggested sample activities or direction for each curriculum strand in order to demonstrate how these essential learnings are imbedded into the curriculum; and
- Demonstrates how the curriculum strands interact with the units at various grade levels.

The ***History-Social Science Model Curriculum Guide, Kindergarten Through Grade Eight*** seeks to provide a curricular focus of history and geography while offering a broad range of ideas, topics and suggested resources. It respects the professionalism of educators as decision makers. Rather than a "cookbook," it is a resource of illustrations and samples which should be adapted, expanded, and used creatively to meet the particular needs of all students.

*The **History-Social Science Model Curriculum Guide, Kindergarten Through Grade Eight** seeks to provide a curricular focus of history and geography while offering a broad range of ideas, topics and suggested resources.*

*These guiding principles are imperative if the intent of the framework and the richness of the curriculum are to be achieved.*

The ten principles outlined below are a succinct presentation of the 1988 History-Social Science Framework's intent and characteristics. Together they give a general view of a framework-consistent program, providing a beginning point for curriculum leaders and teachers who share the responsibility of implementing the framework in California classrooms, kindergarten through grade eight. They may also be used as a guide for the evaluation of the history-social science program. These guiding principles are imperative if the intent of the framework and the richness of the curriculum are to be achieved.

The ten principles are categorized by three broad themes:

**Chronological History, Integrated with Geography, as the Basis for the Curriculum**

1. The history-social science program provides for a sequential curriculum across the grades which presents history from a chronological point of view.

2. The history-social science program connects the study of history (time) with its geographical setting (place).

3. The history-social science program emphasizes an in-depth study of historical events, the people, and periods.

4. The history-social science program develops students' appreciation for the continuity of human experience by connecting the past to the present.

5. The history-social science program develops students' historical perspective by creating a sense of time and place, historical empathy and common memory, and through helping students to recognize bias and analyze controversial issues.

**Ethics, Civic Values and the Dignity of All Peoples**

6. The history-social science program engages students in the study and development of ethics, individual and civic values, and the rights and responsibilities required of citizens in a democratic society.

7. The history-social science program incorporates a multicultural perspective, essential to understanding how things were, their causes, and their consequences.

8. The history-social science program develops students' respect for the contributions of religion to the history, ideals and ethical traditions, and political institutions of a society, nation, and people.

**Unifying the Curriculum**

9. The history-social science program demonstrates an integrated approach to the study of history with the other humanities and correlates the study of history-social science with other subject areas.

10. The history-social science program addresses and articulates each curriculum strand at every grade level, deepening and enriching the learning.

## 1. THE HISTORY-SOCIAL SCIENCE PROGRAM PROVIDES FOR A SEQUENTIAL CURRICULUM ACROSS THE GRADES WHICH PRESENTS HISTORY FROM A CHRONOLOGICAL POINT OF VIEW.

History is a chronological narrative that transmits the ideals, traditions, and wisdom of a society. Therefore, the curriculum must stress history as a story of human experience in specific times and places. In this way students can come to understand the idea of past, present, and future and their place in this flow of human history.

*The new curriculum stipulated in the framework promotes a connectedness, not a fragmentation, of the historical record.*

The new curriculum stipulated in the framework promotes a connectedness, not a fragmentation, of the historical record. It is designed to minimize gaps in students' knowledge and allow for repeated encounters with significant material while avoiding unnecessary repetition.

The concept of chronology is developed sequentially starting in the lower grades. Kindergartners begin to acquire a sense of "past" as they compare older times with their own; this is expanded during first grade to include an array of cultures in the "now and long ago." As second graders, students refine this awareness by developing personal and family histories - their first experience with linear progression and such temporal terms as decade and generation. The third-grade curriculum engages students in a chronological view of the change and continuity within the local community. Finally, as a culmination, fourth graders receive their first, full taste of chronological history by studying California from pre-Columbian times to the present.

Chronological history receives increased emphasis at grades five through eight and should continue to supplant a purely thematic approach to the curriculum. Teachers must take care to emphasize the interplay between United States and world history so that students recognize the global context from which their nation developed (e.g., the Judeo-Christian influence, Greek and Roman ideas of democracy, the Magna Carta); they should help students see how events in ancient world cultures, such as China and Arabia, influence many American communities today.

Throughout the grades, achieving an exciting narrative of events and personalities - including the "hairbreadth escapes" - should be a priority effort in imparting history's story.

## 2. THE HISTORY-SOCIAL SCIENCE PROGRAM CONNECTS THE STUDY OF HISTORY (TIME) WITH ITS GEOGRAPHICAL SETTING (PLACE).

Because history is geographic in circumstance and consequence, teachers must help students connect the concepts of time and place in each unit being studied. Just as chronology addresses when and why events happened in history, geography addresses the concept of place and its influence on history. In examining the past and present, students must recognize that events and changes occur in specific times and places and that all life is influenced by the unique constraints and/or opportunities of a place.

*In examining the past and present, students must recognize that events and changes occur in specific times and places and that all life is influenced by the unique constraints and/or opportunities of a place.*

In kindergarten through second grade, geographic concepts are developed each year, first by examining local areas in the context of the present day. Then each of these grades concludes with units which are history-based (e.g., "Reaching Out to

Times Past," "People from Many Cultures, Now and Long Ago"). Teachers should help students connect geographic learnings with their discussions of other times and places. This prepares students for their first, full study of geography in historical context, "Our Local History," in the third grade.

*Geography learnings and activities should be a part of each unit, and in grades studying chronological content, geography should be taught as an integral part of the whole study of history.*

Each of the fundamental themes of geography, as outlined in the framework, should be connected to and taught through chronological history in grades four to eight. To help students make these connections, teachers should ask such questions as: What happened? Where did it happen? Why did it happen where it did? How do geographical features affect the future of a place? How and what does place contribute to the development of the history of the people who have lived there?

In describing the earth's landscape, students should be able to identify its physical and human characteristics and to explain how these features are interrelated and how they affect history. Students should be able to judge how location gives a place its advantages or disadvantages, environmentally and economically, and how this can change over time.

Mapping activities that call for the recreating of villages, communities, and events will help students to conceptualize the place with the event. Classrooms should have globes and large maps of the world, the United States, and the local area that can be used by students. Geography learnings and activities should be a part of each unit, and in grades studying chronological content, geography should be taught as an integral part of the whole study of history.

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### 3. THE HISTORY-SOCIAL SCIENCE PROGRAM EMPHASIZES AN IN-DEPTH STUDY OF MAJOR HISTORICAL EVENTS, THE PEOPLE, AND PERIODS.

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An in-depth study of historical events and periods involves three aspects of curriculum planning: a significant increase in the time allotted for history-social science instruction, a wider variety of materials and technology, and varied strategies and activities which promote a deeper understanding of the material.

*The framework course descriptions provide a blueprint for the comprehensive study of important people, concepts, eras and events.*

The framework course descriptions provide a blueprint for the comprehensive study of important people, concepts, eras and events. Districts use these as a guide in developing their full program. By specifying the units of study at each grade, the in-depth approach increases the likelihood that students will remember and understand what they have studied.

In-depth not only means that students will learn about an event or person of the time; it also means expanding the content to include the ideas and values, the customs, the location, the literature, and the arts of the period using multiple sources of information. In primary grades, time should be spent reading and discussing the stories, myths, and legends; singing the folk and patriotic songs; viewing and constructing art; dramatizing events, and performing dances. All of these activities enliven history and expand the students' understanding of the period. In the upper grades these concepts may be expanded to include the political and social thought of the period, controversial and religious issues and human rights issues. These should be presented, debated, and discussed using primary source material such as documents, speeches, essays, journals, transcripts, diaries and letters. Literature, both fiction and non-fiction, is used to clarify

and enrich students' understanding, allowing them to view events and issues through the eyes of the participants.

Learning strategies such as simulations, enactments, debates, long-term projects, and cooperative group activities should be implemented in these in-depth studies.

At each grade level, history-social science should be taught daily. When planning the year's curriculum, care should be given to ensure that all units are taught; equal time, however need not be allocated to each unit.

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**4. THE HISTORY-SOCIAL SCIENCE PROGRAM DEVELOPS STUDENTS' APPRECIATION FOR THE CONTINUITY OF HUMAN EXPERIENCE BY CONNECTING THE PAST TO THE PRESENT.**

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The evidence of history's abiding importance in our lives is the direct connection that exists between our time and the past. Teachers should use opportunities to relate the present day to the historical persons and events being studied - including culture, religion, and ideas as well as political developments.

*The modern impact of the Sumerians may be seen every morning at the breakfast table; our heritage from ancient Greece is evident in our language and architecture; several controversies of today are rooted in issues with which our Founders had to contend; certain technologies rudimentary to our time stem from innovations in medieval China.*

The excitement and reward from teaching history often come when we help youngsters perceive the connection. The modern impact of the Sumerians may be seen every morning at the breakfast table; our heritage from ancient Greece is evident in our language and architecture; several controversies of today are rooted in issues with which our Founders had to contend; certain technologies rudimentary to our time stem from innovations in medieval China. Even young children in primary grades actively enjoy the heritage of the past through stories, folk tales, songs, and games of earlier times.

Students need to understand how earlier peoples have grappled with perennial questions of truth, justice and personal responsibility, and to ponder how we deal with the same issues today. In educating for democracy, this continuity with the past is pivotal.

Historian Paul Gagnon pointed up the crucial importance of relating our heritage to our future. "Most people will hold ethical attitudes, without much formal instruction, when they feel themselves to be free, secure, and justly treated. The truly tough part of civic education is to prepare people for bad times...The chances for democratic principles to survive crises depend upon the numbers of citizens who remember how free societies have responded to crises in the past, how free societies have acted to defend themselves in, and emerge from, the bad times."

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**5. THE HISTORY-SOCIAL SCIENCE PROGRAM DEVELOPS STUDENTS' HISTORICAL PERSPECTIVE BY CREATING A SENSE OF TIME AND PLACE, HISTORICAL EMPATHY AND COMMON MEMORY, AND THROUGH HELPING STUDENTS TO RECOGNIZE BIAS AND ANALYZE CONTROVERSIAL ISSUES.**

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Throughout recorded time, societies have used their history as a vehicle for maintaining their identity as a people and nation. The study of history allows people to explain and transmit their ideals and traditions to following generations.

The basic learnings of the Historical Literacy strand are developed at every grade level. For example, the focus on historical empathy during the first two grades is a foundation for second grade projects involving time and place. As third graders study "Our Nation's History," they begin to apprehend more fully the national experience and heritage which is our common memory.

Continuing and building upon this base, older students begin to explore more fully some of the controversial issues which are a part of history's story. For example, as seventh graders discuss the Spanish and Portuguese inquisitions, they learn not only how bias can dramatically impact historical events but also how our biases influence our own attitudes toward those events.

By critically examining historical controversies through the different perspectives of the people involved, students realize that ideas have consequences, that history is not simply the ebb and flow of impersonal forces, but is shaped and changed by the actions of persons ordinary and extraordinary. Original documents, newspapers, court decisions and speeches of the time are invaluable resources in accomplishing this aim.

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**6. THE HISTORY-SOCIAL SCIENCE PROGRAM ENGAGES STUDENTS IN THE STUDY AND DEVELOPMENT OF ETHICS, INDIVIDUAL AND CIVIC VALUES, AND THE RIGHTS AND RESPONSIBILITIES REQUIRED OF CITIZENS IN A DEMOCRATIC SOCIETY.**

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Students should gain an increasing understanding of individual and social ethics. They should come to realize that events in history were shaped by the ideas and actions of individuals and governments, and that human ideas and actions have ethical consequences. The curriculum should place a continuing emphasis on democratic values as expressed in the United States Constitution and the Bill of Rights.

*Students must learn to respect each person as a unique individual and the curriculum should offer many opportunities for them to explore the dignity and sanctity of life as an ethical premise.*

Many opportunities are available in the home, school and community for participation in activities that foster good habits of citizenship. From the earliest grades students should learn the kind of behavior that is necessary for their successful functioning in society. Students must take individual responsibility for their own ethical behavior, and develop a commitment to democratic values in their individual and social behavior. Students must learn to respect each person as a unique individual and the curriculum should offer many opportunities for them to explore the dignity and sanctity of life as an ethical premise. Speeches and writings by leaders who have dealt with such topics as human rights and civil rights should be examined to develop an understanding of ethical problems.

In the primary grades teachers can invite two or three citizens from the community to visit the classroom to discuss with the students what it means to be personally involved in civic affairs. In the upper grades students can research and read speeches of famous historical figures. Drawing from these works students can then write and present speeches on a given issue from a variety of perspectives.

Students in all grades should be made aware of how citizens are kept informed about current issues. Newspapers and other media can be brought into the classroom for students to examine for content, bias, prejudice, and then discuss the varying perspectives.

## 7. THE HISTORY-SOCIAL SCIENCE PROGRAM INCORPORATES A MULTICULTURAL PERSPECTIVE, ESSENTIAL TO UNDERSTANDING HOW THINGS WERE, THEIR CAUSES, AND THEIR CONSEQUENCES.

The History-Social Science Framework emphasizes the importance of a multicultural history of California, the nation, and the world. Good history contains the story of different men, women, children, cultures, classes, and circumstances that comprise the course of events over time. Recent scholarship, delving more deeply into the social and cultural lives of people, both ordinary and extraordinary, is resulting in the emergence of a more complete picture of political history. New textbooks and classroom instruction are reflecting a move toward a more inclusive synthesis. The framework stresses that the identity, heritage, and creed of our nation unites our pluralism; further, the new emphasis on three years of world history helps students gain a deeper understanding of diverse cultures in history, rather than solely Western ones.

*The History-Social Science Framework emphasizes the importance of a multicultural history of California, the nation, and the world.*

During the earliest school years, students learn that our nation is composed of people whose backgrounds are rooted in cultures from around the world. Later, they come to understand some of the historic conflicts involving ethnicity and culture (e.g., hostility toward immigrants, the evolving status of women, efforts to resolve conflicts, successes made, and the continuing responsibilities of citizens in a democracy to safeguard rights. By integrating social sciences and humanities with history, students begin to recognize the similarities and differences between peoples and to value the commonalities that bind us together.

A good curriculum incorporates the multiple perspectives that stretch students' minds and develop the habits of thought that history uniquely cultivates. Consequently, multicultural experiences are to be told integrally within the American story to achieve a more authoritative history, rich in multiple perspectives that are essential to understanding past conditions and present day impact. History offers students unique opportunities to learn from the aggregate of the human experience and to more fully grasp the perplexities, potentials, and pitfalls that are the lot of human thought and action.

*A good curriculum incorporates the multiple perspectives that stretch students' minds and develop the habits of thought that history uniquely cultivates.*

History, as the great reservoir of tested human experience, documents the consequences of centuries of human choice, and in this story, students should see that no culture or ancestral group holds a monopoly on vice or virtue. Overriding all social, ethnic, and cultural differences is the awesome truth of the human condition - that all cultures throughout history have proved capable of violations of the dignity and worth of human beings, as well as truly sublime achievements of the human spirit. Examining those truths, the conditions that make them so, and learning from them the potential consequences of choice in crises yet to come comprise major learnings to be included in the curriculum.

## 8. THE HISTORY-SOCIAL SCIENCE PROGRAM DEVELOPS THE STUDENTS' RESPECT FOR THE CONTRIBUTIONS OF RELIGION TO THE HISTORY, IDEALS AND ETHICAL TRADITIONS, AND POLITICAL INSTITUTIONS OF A SOCIETY, NATION, AND PEOPLE.

To understand a society, students must know not only what a people believe about themselves and what stories and tales they have in common, but also the religious

beliefs that reflect their ethical standards of justice and duty. They should also understand how religion and philosophy help maintain an ethical and moral fabric which influences the continuity and development of a society. The study of religious beliefs and ideologies helps to explain why there have been cultural continuity and cultural conflict across time and place.

*The study of religious beliefs and ideologies helps to explain why there have been cultural continuity and cultural conflict across time and place.*

It is important for students to learn about the role of religion in the founding of the United States since many of the political institutions of the country are rooted in religious beliefs. Certain patriotic songs and Thanksgiving stories exemplify how the Judeo-Christian heritage forms the foundation of American ethics and institutions, and that the quest for religious freedom motivated many groups to settle in the New World. They should recognize the contributions many courageous people have made in order to secure religious freedom today.

Students also study the impact of other great world religions in their proper historic, geographic, political, and cultural contexts. For example, the dynamic growth of Islam across three continents is rooted in the religious fervor of the Moslems during the seventh century, A.D., and the blending of belief systems in Asia has had long-range impact on the development of Buddhism and Shintoism in Japan.

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**9. THE HISTORY-SOCIAL SCIENCE PROGRAM DEMONSTRATES AN INTEGRATED APPROACH TO THE STUDY OF HISTORY WITH THE OTHER HUMANITIES, AND CORRELATES THE STUDY OF HISTORY-SOCIAL SCIENCE WITH OTHER SUBJECT AREAS.**

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*Ethics, cultural history, and economics are integrated through the study of how laws and religious tenets influenced ancient concepts of property, theft, fairness in business, and use of resources.*

History-social science is intrinsically integrated, unifying various elements within its own domain. Economics is integrated with political history as students examine how the British used tariffs and taxes to control North American colonies and impede trade. Ethics, cultural history, and economics are integrated through the study of how laws and religious tenets influenced ancient concepts of property, theft, fairness in business, and use of resources. History and geography are integrated when students analyze period maps of China from the Shang through Han dynasties; they can not only trace China's territorial growth but can study how China's geographic factors helped and hindered national unity. By reflecting on the Hebrew prophets' pronouncements regarding the duties of people in their communities, students can begin to form an understanding of how culture, religion, ethics, and ideals of citizenship influence later civilizations. History, then, is central and serves as a catalyst for its related, relevant disciplines.

Instructional activities complementary to the study of historical topics but not integral to the discipline of history itself are described as correlation. The grade school operetta about young Abe Lincoln, the study of Langston Hughes' patriotic poems, a discussion of Madame Curie and the importance of radium, performing a colonial era "six-hand reel" or Japanese "Cherry Bloom" dance, all typify activities associated with a correlated curriculum.

One significant aspect of integration is the central place given to the humanities. Through these disciplines, children go beyond the study of individual cultures to better understand our shared humanity through instances of ideals, moral character, and wisdom. In this way the humanities unify individuals of different genders

and social and ethnic backgrounds. The sanctity of human life, the concern for human rights as universal principles, the pursuit of a happiness that goes beyond mere pleasure - these are among the fundamental issues of ethical behavior young people are able to better grasp through the humanities.

*The sanctity of human life, the concern for human rights as universal principles, the pursuit of a happiness that goes beyond mere pleasure - these are among the fundamental issues of ethical behavior young people are able to better grasp through the humanities.*

Whether drawn from history, literature, philosophy, traditions, or the arts, concrete examples of goodness in action can inspire students to "inner workings" of character development and personal restraint which must be at the basis of any free society. "Ethical behavior is neither easy to live up to nor 'natural' for any of us, but it is ultimately the most satisfying course of conduct," Bill Honig observed in a recent address. "A traditional educational approach emphasizing literature, history, and biography can help shape moral behavior."

This idea is supported by a growing number of writers and teachers. Author Joel Kupperman, for example, states that biographies and other literature are ideal vehicles for the education of character. "Students should be exposed to longitudinal close looks at the reality of human lives....If literature and history are treated as containing some depth and reality rather than in terms of plot summaries and names and dates, moral education would be an inescapable part of what they convey."

Literature is an especially powerful means of opening students' minds to the storehouse of human experience and examining ethical issues. Genres most pertinent to history-social science fall into four broad categories: biography and narrative history, which tell the stories of people and events; folktales, fables, myths, and legends; narrative prose and historical fiction; and religious texts and philosophical writings. These categories are complemented by plays, poems, speeches, essays, and other types of literature, along with selections from dance, music, and visual arts.

*Literature is an especially powerful means of opening students' minds to the storehouse of human experience and examining ethical issues.*

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**10. THE HISTORY-SOCIAL SCIENCE PROGRAM ADDRESSES AND ARTICULATES EACH CURRICULUM STRAND AT EVERY GRADE LEVEL, DEEPENING AND ENRICHING THE LEARNING.**

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Throughout the discussion of these ten principles, it can be seen that the curriculum strands in the history-social science framework unify the history-social science curriculum. All twelve strands are necessary components, not options to be added or dropped from one year to the next.

The basic learnings of each strand should be sequenced and articulated from grade to grade. In the primary grades they lay the foundation for more complex learnings that will regularly reappear in succeeding years to enrich, extend and expand the curriculum. One strand should not be developed or taught wholly independent of the others; rather, they interact within the curriculum at every grade level.

Strands of major emphasis will vary from unit to unit, and teachers' decisions in this matter are based upon the content being studied. For example, in the unit on "The Virginia Settlement," fifth graders study not only the people and events, but also the geographic features leading to the establishment of tobacco plantations and the use of slavery. This material provides good opportunities to develop learnings from the Historical, Geographic, Economic and Ethical Literacy strands. In contrast,

the "Life in New England" unit will incorporate some of the same strands, but with more learnings from Cultural Literacy since students examine in depth the dress, customs, crafts and religious beliefs of the Pilgrims and Puritans, as well as their long-range influence on American politics and ideals. In both units, critical thinking, basic study skills, and participation activities are the means to acquiring the learning.

*Through shared activities and group work, students can learn to work with others and what it means to be a leader and follower.*

The school setting provides a safe environment for students to acquire the skills needed for civic participation. Through shared activities and group work, students can learn to work with others and what it means to be a leader and follower. As pupils gain maturity, their learning environment expands. They can participate or volunteer in school, neighborhood, and civic projects, festivals, organizations, and improvement drives.

This approach to curriculum development requires time and thought, but it is the most thorough way of accomplishing the objectives of the framework. The next chapter not only provides suggested strand activities for each grade level but also demonstrates how teachers may apply the strands to history content as they revise and deepen units of instruction.

**Topics, Questions, Activities, and Exemplars**

The ***History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve*** sets forth the goals of History-Social Science under three broad headings:

- **Knowledge and Cultural Understandings**
- **Democratic Understanding and Civic Values**
- **Skills Attainment and Social Participation**

*Under each goal are several distinct and required strands, each with its own unique elements which are developed across all grade levels and thus serve to unify the curriculum.*

Under each goal are several distinct and required strands, each with its own unique elements which are developed across all grade levels and thus serve to unify the curriculum. Introduced in the primary grades and developed in ways appropriate to each succeeding grade, the twelve strands provide a cohesive structure and a consistent character in both subject matter and teaching strategies.

In this section of the ***Model Curriculum Guide***, the strands are more fully defined to clarify for educators the particular importance and uses of each strand as well as its relation to, and interaction with the other strands. Under each strand are listed the basic learnings which the students are expected to acquire as it is implemented through the K-12 grade span.

*Given the nature of the course content and the different learning levels at each grade, it is obvious that not all of the strands and objectives can be, or need be, equally stressed in each course.*

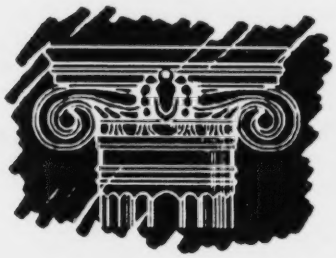
Given the nature of the course content and the different learning levels at each grade, it is obvious that not all of the strands and objectives can be, or need be, equally stressed in each course. Although all are important to the learning outcomes ultimately desired none should be forced or artificially grafted onto the topics at hand. They should be related as naturally as possible to major events, ideas, and human experiences that are central to the unit, personalities, and course being taught.

To illustrate this, various topics, questions, activities, and exemplars are offered. These are not meant as prescriptions but as suggestions from which teachers may select those best suited to their own approaches to each course. A numerical order is used for the sake of easy reference rather than to convey a specific sequence for classroom presentation. The questions, topics, and activities are directly relevant to each strand and can convey the knowledge, understanding, and skills called for. The exemplars - indicated by a gray field - are more fully developed, concrete examples which incorporate literature and other humanities to demonstrate integration and correlation. All of these may be used to initiate teacher-developed lessons or to supplement or extend a textbook. Sample literature and other print resources are indicated by title only; videos and computer software are so identified with the names of producers.

Readers will notice that a greater number of examples are given for grades four through eight than the lower grades. This has been done to address the greater concentration of historical material studied in those grades. Also, some of the strands, such as Sociopolitical Literacy and Constitutional Heritage, appear at primary grades only in preliminary form. Nevertheless, the examples provide a point of departure in helping teachers in effectively implementing the framework.

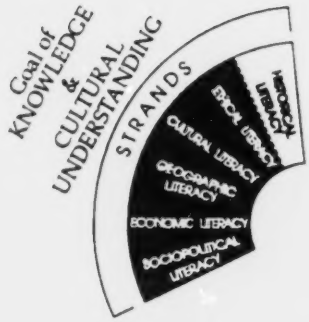
The first strand, "Historical Literacy," is more detailed than the others since such literacy is, after all, the first purpose of historical study. Topics and questions are offered for each basic learning. For the remaining strands, the topics, questions, and exemplars are related to the strand itself in general, or to only selected particular learnings.

# HISTORICAL LITERACY



Students' historical literacy is developed by providing them repeated contact with historical processes (e.g. the continuous flow of time), relationships (e.g. Greek and Roman government with American government), and events (e.g. the fall of Rome). To heighten students' sense of historical empathy and common memory, they need ongoing exposure, K-8, to people and events through use of good literature, dramatic reenactment and discussions. Through such activities and studies, they will develop a sense of personal connectedness to history. They will realize that they are part of the historical process and that they and their actions, too, will someday be judged by history. Students' lives will be enriched as they develop an understanding of religion, philosophy, political institutions and adventures of people in the past and present.

Historically literate students, who have developed a sense of time and chronology and cause and effect, become more effective problem solvers in their society. The goal, then, is to develop in students an understanding of their relationship to people, events and institutions of the past, and to translate this understanding into effective citizenship and self-knowledge.




"To develop historical literacy, students must:

- Develop a keen sense of historical empathy...
- Understand the meaning of time and chronology...
- Analyze cause and effect...
- Understand the reasons for continuity and change...
- Recognize history as common memory, with political implications...
- Understand the importance of religion, philosophy, and other major belief systems in history."

(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, pages 12, 13.)

*Historically literate students, who have developed a sense of time and chronology and cause and effect, become more effective problem solvers in their society.*

## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

***To develop a keen sense of historical empathy:***

**Kindergarten: Learning and Working Now and Long Ago**

1. Enact the daily life, trades, games, songs and meals of colonial United States. Adler's "Picture Book of George Washington" and other stories enrich the activities.
2. Play with toys or tools from earlier historical periods: shell beads, apple dolls, toy hatchets, small-size historical costumes.

**Grade 1: A Child's Place in Time and Space**

1. Read about the work, play, foods, stories, poems, and legends of diverse cultures in the long ago. Examples: The Village of Round and Square Houses, Once There Were No Pandas, Down, Down the Mountains, and the video program Hare and the Tortoise (Encyclopaedia Britannica Educational Corporation).

2. Act out scenes or incidents from selected stories depicting cultures of the long ago, such as Nadia the Willful, Hansel and Gretel, and the video program Strega Nona (Weston Woods).

*Act out scenes or incidents from selected stories depicting cultures of the long ago, such as Nadia the Willful, Hansel and Gretel, and the video program Strega Nona (Weston Woods).*

**Grade 2: People Who Make a Difference**

1. Use family scrapbooks, diaries and recollections in forming a family history.

2. Develop stronger empathy for the past through such stories as Dakota Dugout, They Were Strong and Good, Childtimes, The Keeping Quilt, From Me to You, The Chalk Doll, and the program Patchwork Quilt from the "Reading Rainbow" video series (Great Plains National Instructional Television), which present family recollections and traditions.

**Grade 3: Continuity and Change**

1. To better understand the lives of people in local history, view artifacts of local Indians' culture: tools, utensils, clothing, baskets.

2. Write a journal entry from the viewpoint of an early settler, male or female, in the local region. The video program Children of the Colonial Frontier (McGraw-Hill) provides insights into the lives of children of colonial America. In the production Little House in the Big Woods from the Bookbird video series (Agency for Instructional Technology), students are encouraged to read Laura Ingalls Wilder's books, which offer a background about frontier life in mid-nineteenth century America.

**Grade 4: California: A Changing State**

1. Recreate the daily life, rituals and work of Indian children and women in a mission by writing a week's journal. The two-part video production, Indians of California (Barr), offers an authentic portrayal of the Yokut Indians of the Central Valley.

2. Read the diaries and journals of clipper ship sailors coming around the Horn.

3. Role-play as groups of Irish and Chinese railroad workers as they try to explain to each other their origins, their ambitions, and their fears.

*Role-play as groups of Irish and Chinese railroad workers as they try to explain to each other their origins, their ambitions, and their fears.*

**Grade 5: United States History and Geography: Making a New Nation**

1. Gain a better understanding of the slaves' experience of the brutal ocean voyage to a strange land in a oral interview. Carefully selected video

segments of Episode 2, "The African, " from Alex Haley's ABC-TV series Roots, portray the hardships experienced by slaves on the Atlantic voyage.

2. Study the daily life, work, and learning of men, women, and children in Plymouth colony, seen in diaries and stories. See Sewall's The Pilgrims of Plymouth. The videocassette production Plymouth Colony: The First Year (Coronet) offers a glimpse into the daily life of the Massachusetts colony.

*Describe Confucius' dismay over the chaos of his time, and his struggle to teach people how to restore order and goodness to their society.*

3. After studying the religious beliefs of the Quakers, consider the heroism of Quaker patriot Lydia Darragh. How did a woman of pacifist convictions serve nobly in the cause for independence? How might Lydia have justified her actions in assisting people engaged in war?

4. Read the diaries and journals depicting the rigors and adventures of pioneers on the trails westward. The video production Oregon Trail (BFA) and the sequence "Going to Extremes: The Far West" from the computer interactive videodisc program GTV: A Geographic Perspective on American History (National Geographic Society) highlight life on the trail.

**Grade 6: World History and Geography: Ancient Civilizations**

1. Describe Confucius' dismay over the chaos of his time, and his struggle to teach people how to restore order and goodness to their society.

2. The underground life of Christians in Rome during the era of repression may be re-enacted in reader's theatre.

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. What were the anxieties and sources of demoralization of Romans as they observed the troubles and decline of their once all-powerful society? Segments from the video presentation Rise and Fall of the Roman Empire (Coronet) examine the causes for the decline of the empire.

2. Explore Europeans' reactions to the scourge of the Black Death, in documents and stories. See The Black Death by James Day; and Poe's Masque of the Red Death. Sequences from the episode "September 19, 1356" from the Newscast from the Past video series (Agency for Instructional Technology) dramatically portray the havoc created by this plague.

*Explore reasons for the joyous optimism of certain Enlightenment thinkers who believed that all human life could be put right by the application of Science and Reason.*

3. Explore reasons for the joyous optimism of certain Enlightenment thinkers who believed that all human life could be put right by the application of Science and Reason.

**Grade 8: United States History and Geography: Growth and Conflict**

1. Describe the daily lives of slaves: work, religion, family, auctions, punishment, separation, and the network of laws vs. blacks, slave or free. See Henry Louis Gates' The Classic Slave Narratives. Carefully selected segments from Episode 3, "The Slave," of Alex Haley's ABC-TV series Roots document the lives of slaves in America.

2. Read the letters and diaries of Civil War soldiers and their families, North and South. Would they differ in any important respect? John Huston's United Artists production of Stephan Crane's novel Red Badge of Courage presents realistic experiences of a young soldier during the Civil War.

3. Assign for classroom reports the various accounts of the immigrant experience, from successes to slum-dwellers. The video production Immigrant Experience: The Long, Long Journey (Learning Corporation of America) dramatizes a young Polish immigrant's life in New York's meat packing house at the turn of the century.

*Assign for classroom reports the various accounts of the immigrant experience, from successes to slum-dwellers.*

4. Recreate a typical school day for the Grade 8 age-groups in the 1890s, with subjects and readings, recitations, blackboard work, and older students helping younger.

***To develop understanding of time and chronology:***

**Kindergarten: Learning and Working Now and Long Ago**

In order to help children visualize past events in sequence, select individual students throughout the year to draw a picture of "An Important Thing That Happened Today." Place student's names on their pictures, along with a dictated caption. Display pictures in a row around the room in chronological order. This provides an unfolding history of the class, and the teacher leads students in reviewing the pictures periodically and at the end of the year. The length of the school year permits time for each pupil to contribute at least two drawings.

**Grade 1: A Child's Place in Time and Space**

1. Though not directly applicable to the framework's course description for first grade, the following activity can help develop a sense of chronology when students are learning the months of the year. Stretch a long strand of yarn along a wall. Portions of the yarn represent each of the twelve months, indicated by tagboard markers. Have students write their birthdays on index cards and group themselves by month of birth. Have members of each group attach their cards to the yarn, in chronological order, with a clothespin. Check the chronology. Whose birthdays come first and last during the year? Whose are in the middle?

*In order to help children visualize past events in sequence, select individual students throughout the year to draw a picture of "An Important Thing That Happened Today."*

2. When you mail a letter, what is the order of events that occur before someone receives it? Who are the people involved and how does each one rely on the other? Create flowcharts that illustrate the sequence. This complements the study of the post office included in the second unit. See The Post Office Book by Gail Gibbons. The video production "Trip to the Post Office" from the Terrific Trips series (Churchill Films) follows a child's letter to Grandmother's home.

**Grade 2: People Who Make a Difference**

1. What is the chronology of events in turning wheat to bread? What people are the "key players" in the process? What are the major developments

of milling, beginning with the Mesopotamians to modern techniques? See Wheat, the Golden Harvest. The video presentation Bread: From Wheat to Table (Third Edition) (Encyclopaedia Britannica Educational Corporation) highlights the growing and processing of this staple - from farm to the dinner plate.

*Have pupils make a timeline of an older sibling or parent; the student should include the point at which he/she became a part of the older person's life.*

2. Timeline exercises prepare students for developing a family history. The teacher models the making of a "personal history" timeline, indicating several significant events. Have students prepare timelines of their own lives. For homework, have pupils make a timeline of an older sibling or parent; the student should include the point at which he/she became a part of the older person's life. This gives students a concept of themselves in the flow of time. These activities can be enriched with stories touching upon family history and heritage: Yonder, The Keeping Quilt, From Me to You, The Chalk Doll, excerpts from They Were Strong and Good; also, Rockwell's painting, "The Family Tree." The video program The Patchwork Quilt from the Reading Rainbow series (Great Plains National Instructional Television) tells the story of a young girl who learns the secret ingredient in her grandmother's special quilt of memories.

**Grade 3: Continuity and Change**

1. As a culminating activity for the "Our Local History" unit, make a mural that presents in chronological order the historical development of the local region.

2. Stories studied in the "Our Nation's History" unit are presented so that students can gain an overall impression of our historical chronology. For example, Iroquois folktales, stories of Squanto and the Pilgrims, early patriots' biographies, and the stories of the Liberty Bell precede later stories of 19th century immigrants and books about Mount Rushmore and Rosa Parks. A story book dealing with American themes in contemporary life, such as How Many Days to America?, can conclude the unit. The video programs, Boyhood of Abraham Lincoln (Coronet), Boyhood of George Washington (Coronet), Childhood of Susan B. Anthony (FilmFair Communication), and Boyhood Life of Martin Luther King (FilmFair Communications) will provide biographies for use in developing a time line.

**Grade 4: California: A Changing State**

*Make a time line measuring historical changes and developments against the age of Redwoods.*

1. Make a time line going back to earliest American Indian settlements, contrasting the slow changes of pre-Columbian times to the explosive change of Gold Rush days. Carefully selected segments from the video programs, Indians of California (Barr), Mission Life (Barr), Rancho Life (Barr), and Had You Lived Then: Life in a Gold Mining Town in 1850 (AIMS Media) will document these changes.

2. Make a time line measuring historical changes and developments against the age of Redwoods.

**Grade 5: United States History and Geography: Making a New Nation**

1. Establish a time line, with dates of first arrivals for each racial and ethnic group, from Ice Age migrations to the present.

2. How long did slavery last in the United States? From 1619 to the 1860s is about two and a half centuries. What other human practices and institutions have lasted as long? See All Times, All People by Milton Meltzer.

**Grade 6: World History and Geography: Ancient Civilizations**

1. Experience the challenge of constructing a time line for prehistoric peoples and contrasting it to historic times. How can we know things "before history"? See The Book of Dates by Guy Arnold. Segments of the video program Prehistoric Humans (BFA) highlight the arrival of humans in the North American continent. Sequences in Indian Culture - 2000 B.C. to 1500 A.D. (Journal Films) chronicle developments in Indian culture in pre-Columbian America. Indian Culture: The Indian Experience After 1500 (Journal), a companion program to the latter title, will provide historical contrasts. Selected segments of the video programs Ancient Mesopotamia (Coronet) and Ancient Greece (Coronet) will assist students in creating the time line.

*Experience the challenge of constructing a time line for prehistoric peoples and contrasting it to historic times.*

2. How long did the Roman state, republic and empire, last? Comparisons with modern states, including the United States, will demonstrate the impressive longevity of Rome.

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. A time line for A.D. 500-1789 will show concurrent developments in various areas of the world, including the Americas. Possible reference: Guy Arnold's The Book of Dates and selected segments from the video programs Medieval World (Coronet), Medieval Knights (Encyclopaedia Britannica Educational Corporation), Medieval Crusades (Encyclopaedia Britannica Educational Corporation), the French Revolution: The Bastille (Learning Corporation of America), and French Revolution: The Terror (Learning Corporation of America) will be useful in developing a time line.

2. What are the advantages and disadvantages of studying Chinese history according to dynasties? Is there a better way?

*What are the advantages and disadvantages of studying Chinese history according to dynasties?*

**Grade 8: United States History and Geography: Growth and Conflict**

1. The Founders of the American republic obviously felt closer to the ideas and experiences of Greece and Rome than we do. Was it only because they were closer in time, or were there other reasons? If so, what might they have been?

2. Think of all the things that can help you remember the approximate dates of the Civil War. Can you relate it to the things happening in the 1760s? the 1960s?

** To develop analysis of cause and effect:*

**Kindergarten: Learning and Working Now and Long Ago**

After hearing and enacting "The Boy Who Cried 'Wolf'" consider why the townspeople did not come to help. What would have happened if the boy had been known as a truthful person? See Aesop for Children and the video program Boy Who Cried Wolf (Encyclopaedia Britannica Educational Corporation).

**Grade 1: A Child's Place in Time and Space**

*In a student tour of the school's neighborhood, look for signs of change: road repair, new stop light, a harvest.*

In a student tour of the school's neighborhood, look for signs of change: road repair, new stop light, a harvest. Why are the changes taking place? What would happen if these changes did not occur? See the video program Communities and How They Work (Encyclopaedia Britannica Educational Corporation.)

**Grade 2: People Who Make a Difference**

1. In sharing their family histories, have students look for reasons why people move to a new community.

2. In reading and hearing biographies of such people as Edison, Carver, Curie, Gershwin, Aquino, Scott Joplin, and others, consider what effect their actions had (and still have) on the lives of others. Sample biographies for this unit are listed in Literature for History-Social Science, Kindergarten Through Grade Eight (1991). The video program Boyhood of Thomas Edison (Coronet) dramatizes childhood incidents of one of the nation's great practical inventors. The animated production Ben and Me (Disney) highlights Robert Lawson's book about Amos, a poor church mouse, who "leads" Ben Franklin to greatness.

**Grade 3: Continuity and Change**

*In studying local history, consider the effect of earthquakes, fires, dams, droughts, or breakwaters on the local community.*

1. In studying local history, consider the effect of earthquakes, fires, dams, droughts, or breakwaters on the local community.

2. What caused various groups to settle in our local community? Why was growth fast or slow over the years?

**Grade 4: California: A Changing State**

1. How was life in California affected when Mexico won independence from Spain? What caused those changes?

2. How did World War II and its aftermath transform California life and society? What were the gains and losses? As an oral history project, interview people who lived through that time. Selected segments from the video programs California's Heritage and California's Challenge (Alameda County Office of Education) focus on post-World War II California.

**Grade 5: United States History and Geography: Making a New Nation**

1. What brings about a great age of invention and exploration? What motives move people to extraordinary adventures? Carefully selected sequences from the dramatic video production Ten Who Dared: Jedediah Smith (Ambrose Video) highlight the remarkable adventures of this western explorer.

2. Explore the causes of the American Revolution: ideas, interests, events. Which were the most important? Portions of the two-part video series Johnny Tremain, "Boston Tea Party" and "Shot Heard Round the World" (Disney) describe the issues and events leading to the outbreak of the war.

**Grade 6: World History and Geography: Ancient Civilizations**

1. What were the main causes at work in the decline and final defeat of Athens in the Peloponnesian War?

2. What forces, conditions, ideas, and institutions led to the rise and unprecedented power of the Roman Empire?

3. How important were individual leaders in causing Athens' defeat and Rome's rise?

*What were the main causes at work in the decline and final defeat of Athens in the Peloponnesian War?*

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. What have been the historians' most common explanations for the decline and fall of Rome?

2. Where did Romans of the time place the blame for their problems? Were they more wrong than right? Why?

3. Explain the force of individuals, ideas, and other conditions for the extraordinary spread of Islam in the Middle Ages.

4. What circumstances bring about genuine revolution? Seek out the causes for the Protestant Reformation as an example. Debate the most important, from Catholic and Protestant points of view. The episode "April 18, 1521" from the video series, Newscast for the Past (Agency for Instructional Technology), describes the disappearance of Martin Luther and outlines the events leading to his break from the Roman church.

*Explain the force of individuals, ideas, and other conditions for the extraordinary spread of Islam in the Middle Ages.*

**Grade 8: United States History and Geography: Growth and Conflict**

1. Review the causes of the American Revolution in the light of new understandings which have merged from the world history course. Michael Douglas stars in the real-life drama American Revolution: The Cause of Liberty (Learning Corporation of America), a story about a young American student in London in the 1770s who agonizes over events in the colonies and makes a decision to return to America to join the struggle for freedom.

2. Explore the several major explanations of historians for the coming of the Civil War. Was it "inevitable?" If not, what "causes" do you see as curable without war?

***To understand the reasons for continuity and change:***

**Kindergarten: Learning and Working Now and Long Ago**

How did children play in colonial times? How do they play today? What games of older times do we still enjoy (e.g., "London Bridge," "Hot Cross Buns")? See Hot Cross Buns and Other Street Cries by John Langstaff. For later periods in history, see Step It Down by Bessie Jones and The Handy Play Party Book by Lynn Rohrbough and Cecilia Riddell. Sequences from the animated production Truth About Mother Goose (Disney) highlight the origin of nursery rhymes, including "London Bridge."

*The video presentation Cranberry Thanksberry (Spoken Arts), focuses on traditions of a small rural community and concludes with an easy-to-prepare recipe.*

**Grade 1: A Child's Place in Time and Space**

1. Have students look for signs of change in their community, such as old buildings being destroyed or renovated, and streets being widened. How will this affect the people and families who live there?

**Grade 2: People Who Make a Difference**

1. How have family celebrations or traditions changed or remained the same over the years? In one animated feature, Tukiki and His Search for a Merry Christmas (Coronet), a small Eskimo boy searches for the meaning of Christmas and finds that various cultures celebrate the holiday differently.

2. Have students share reasons why family traditions are important. The video presentation Cranberry Thanksberry (Spoken Arts), focuses on traditions of a small rural community and concludes with an easy-to-prepare recipe.

**Grade 3: Continuity and Change**

*What has changed, and what continues, in the lives and culture of Chinese-Americans in California from the mid-19th century until now?*

1. What old ways of life did early settlers bring with them to the local community? What new ways of life did they develop? Why?

2. Examine longstanding traditions in your community (e.g. Pioneer Day, Homecoming). Find out what you can about the origination, founders, and purpose of the events.

**Grade 4: California: A Changing State**

1. What has changed, and what continues, in the lives and culture of Chinese-Americans in California from the mid-19th century until now? What forces have been at work? Examine Milton Meltzer's The Chinese Americans and Roy and Gladys Gilmore's Readings in California History for narrative and primary sources. "Angel Island: Island of Secret Memories" from the On Location: Travels to California's Past video series (California historical Society and the California Department

of Education) dramatizes a Chinese-American schoolboy coming face-to-face with the spirit of his deceased grandfather when he visits the empty immigration barracks on Angel Island.

2. In the abiding conflict over water rights, which arguments and interests have remained the same and which have changed? Work this out in a class debate.

**Grade 5: United States History and Geography: Making a New Nation**

1. The Pilgrims and Puritans exhibited both continuity and change. What ideas and ways of life did they retain from the Old World, and what did they change once across the Atlantic? Why? In the video production, Puritan Family of Early New England (Revised) (Coronet), a letter to a friend in England is the vehicle for highlighting life in a small New England village.

2. How much did the American Revolution change the daily lives of most Americans and how much stayed the same? Were the changes "revolutionary"? See A Williamsburg Household by Joan Anderson, An ABC Book of Early Americana by Eric Sloane, and the two video productions Eighteenth-Century Life in Williamsburg, Virginia - Community Life and Eighteenth-Century life in Williamsburg, Virginia - Home Life (Colonial Williamsburg Foundation).

3. After reading or enacting a play about slave James Armistead (see The Struggle for Freedom by Charles F. Baker III), consider how and why the War for Independence caused many to re-evaluate their posture regarding slavery.

4. The video dramatization Follow the North Star (Ambrose Video), based on actual events in 1859, chronicles a young northern boy's journey to the South to free an escaped slave's son.

*After reading or enacting a play about slave James Armistead, consider how and why the War for Independence caused many to re-evaluate their posture regarding slavery.*

**Grade 6: World History and Geography: Ancient Civilizations**

1. Explore the reasons for the continuity of Hebrew religious tradition amid the constant social and political turmoil Jews have suffered over the centuries. Jerusalem Shining Still by Karla Kuskin can support this discussion.

2. What were the ideas and conditions behind the continuity and stability of the Han dynasty in China, which followed a period of change and chaos?

3. To what extent did Christianity represent a continuation of the Judaic tradition and to what extent was it a change? Find examples in the gospels, history, and epistles of the Christian Bible.

*Explore the reasons for the continuity of Hebrew religious tradition amid the constant social and political turmoil Jews have suffered over the centuries.*

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. Civilizations do not necessarily "die" when they are defeated by others. Give examples of how the Roman civilization continued to exert influence beyond the fall of the empire. Selected segments of the video

program Ancient Rome (Revised) (Coronet) recall Rome's contribution to Western civilization, including architecture, engineering, and law.

2. Leaders sometime decide that continuity can be preserved only by halting all changes. Discuss the Ming Dynasty's ending of trade. Was it a success?

3. What have been the continuing legacies of the Middle Ages to the Western world? What kind of change could obliterate them?

**Grade 8: United States History and Geography: Growth and Conflict**

*How much did the Civil War, Emancipation, and Reconstruction change the daily life of African-Americans and how much stayed the same?*

1. Change and continuity not only co-exist but each may depend upon the other! Explain this in regard to the United States Constitution's long life. Such books as Richard Morris' The Constitution and Peter Sgroi's This Constitution may provide insight for discussion. The video dramatization The Constitution: The Compromise that Made a Nation (Learning Corporation of America) recreates the tense exchanges between the leaders who met in a secret session in May 1789 and describes the "Great Compromise" that made the Constitution possible.

2. Which of the major reform campaigns which were begun prior to the Civil War still continue? To what extent have their aims and methods changed? A Slave's Story: Running a Thousand Miles to Freedom (Learning Corporation of America) documents William and Ellen Craft's escape from slavery in 1848 only to find racial discrimination in Philadelphia. (Note: Although this program is excellent for exposing racial stereotypes, the narrative contains pejorative racial slurs common to the time. The judgment of teachers and administrators is especially important here.)

3. How much did the Civil War, Emancipation, and Reconstruction change the daily life of African-Americans and how much stayed the same? Carefully selected sequences from Episode 11, "Freedom," from Alex Haley's ABC-TV series Roots and the CBS presentation Autobiography of Miss Jane Pittman document the plight of former slaves after the Civil War.

*Hearing or reading myths, legends, and stories of various cultures provides links to other nations' "common memory" and introduces young children to famous names and places of the long ago.*

***To develop recognition of history as common memory, with political implications:***

**Kindergarten: Learning and Working Now and Long Ago**

Develop a common memory among students by becoming familiar with patriotic lore of American heritage, such as George Washington and the cherry tree, Betsy Ross and the first flag.

**Grade 1: A Child's Place in Time and Space**

Hearing or reading myths, legends, and stories of various cultures provides links to other nations' "common memory" and introduces young children to famous names and places of the long ago. Examples: Theseus and the Minotaur, Mirandy and Brother Wind, Yeh-Shin, Tattercoats, and the video programs Mufaro's Beautiful Daughters (Weston Woods), Why Mosquitos

Buzz in People's Ears (Weston Woods), Gift of the Sacred Dog from the Reading Rainbow series (Great Plains National Instructional Television), and Five Chinese Brothers (Weston Woods).

**Grade 2: People Who Make a Difference**

1. What are some of the traditional stories, songs, recipes, and celebrations passed on from generation to generation in your family?

2. Why is it important for adults to share stories about the past with children?

*Have students read or listen to Knots on a Counting Rope to see how the life history of one generation is passed on to the younger.*

**Grade 3: Continuity and Change**

1. Have students read or listen to Knots on a Counting Rope to see how the life history of one generation is passed on to the younger. See also the video production from the Reading Rainbow series (Great Plains National Instructional Television).

2. Have students become conversant with such stories as Paul Bunyan, Brer Rabbit, Hiawatha's Childhood, and biographies and history stories such as Young Frederick Douglass and The Liberty Bell. These help develop a common memory of cultural heritage. The animated production Room for Heroes (Disney) highlights the legendary giants - Pecos Bill, Johnny Appleseed, Casey Jones, and Davy Crocket.

**Grade 4: California: A Changing State**

1. In looking at the history of California from Spanish colonization to the present, what would different racial, ethnic, and religious groups want others most to remember? To forget? "California Recuerdo" from the On Location: Travels to California's Past video series (California Historical Society and the California Department of Education) highlights the Hispanic contribution to California and encourages Mexican-American youth to remember their "record."

2. How far are current political debates and rivalries in California rooted in historical memories and how much concerned with strictly current issues? Search for examples in the newspapers.

*"Angel Island: Island of Secret Memories" records the plight of Chinese immigrants as well as their contribution to the development of California.*

**Grade 5: United States History and Geography: Making a New Nation**

1. In looking at the history of the United States through the 19th century, what would different racial, religious, and ethnic groups recall most vividly? Explain why. "Angel Island: Island of Secret Memories" from the California History: On Location series (California Historical Society and the California Department of Education) records the plight of Chinese immigrants as well as their contribution to the development of California.

2. Which memories would tend to divide those racial religious, and ethnic groups? Which would bring them together? Which would they like to forget? Preparation for these discussions is enhanced with various

primary sources, such as Philip D. Curtin's Africa Remembered: Narratives by West Africans from the Era of Slave Trade.

**Grade 6: World History and Geography: Ancient Civilizations**

*How could present-day Buddhists' memories of the Buddha and his moral teachings stir them to demand basic reforms in their country's political and economic systems?*

1. Some kinds of political leaders have used Athens as a model to imitate; others have preferred to remember Sparta. How do you explain this difference?

2. Thomas Paine and other key figures of the American Revolution had studied the life of Solon, the Athenian leader. Drawing from previous knowledge, what might be the reasons they studied or admired him to a noteworthy degree?

3. How could present-day Buddhists' memories of the Buddha and his moral teachings stir them to demand basic reforms in their country's political and economic systems? And Confucians?

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. Many political thinkers of the Enlightenment saw "lessons" for their own day in the decline and fall of Rome. Name a few.

2. How would you expect Catholics and Protestants to see a common list of causes for the Reformation in very different ways? Would one view be "right" and the other "wrong"? Use the form of a debate.

**Grade 8: United States History and Geography: Growth and Conflict**

1. Why would historians conclude that memories of the Civil War were longer-lasting and more influential on Southern politics than they were in the North?

2. Why is it important that labor and business come to agree on the main lines of American economic history from the Civil War to 1914? Debate the points they would not agree about. The video dramatization Masses and the Millionaires: The Homestead Strike (Learning Corporation of America) presents a vivid portrayal of the labor-business conflict.

*Why is it important that labor and business come to agree on the main lines of American economic history from the Civil War to 1914?*

3. Search the computer program MECC Dataquest: The Presidents for information about each president and the major historical events that occurred during his term in office. Determine how a president and events of his time influenced the economic history of the United States (MECC).

**** To develop understanding of the importance of religion, philosophy and other major belief systems:***

**Kindergarten: Learning and Working Now and Long Ago**

1. Allow students to experience a variety of stories and fables that incorporate philosophic or ethical outlooks: Little Red Riding Hood, The Little Red Hen, The Goose that Laid the Golden Eggs, Osa's Pride, The Monkey and the Turtle.

**Grade 1: A Child's Place in Time and Space**

1. In the study of diverse cultures, stories depicting religious beliefs are included. Examples: Jataka tales, The Magician, Shoemaker Martin, Earthmaker's Tales.

**Grade 2: People Who Make a Difference**

What are the religious traditions of families represented in the classroom? Students may hear or read stories that exemplify the various religions represented in the classroom.

**Grade 3: Continuity and Change**

In the local community, what religious groups settled there? How has this affected the community? Are any cultural traditions evident that reflect religious cultures?

*What part do religious beliefs and moral convictions play in the lives of 20th century reformers in California today?*

**Grade 4: California: A Changing State**

1. Follow the travels and work of Father Junipero Serra. Why were his establishments called "missions"? What are the influences of his missions on people today? The video presentation Had You Lived Then: Life in a California Mission (AIMS Media) describes the contributions of the Franciscan order in California.

2. What part do religious beliefs and moral convictions play in the lives of 20th century reformers in California today? How do these beliefs influence debates over taxes, for example?

**Grade 5: United States History and Geography: Making a New Nation**

1. What religious principles moved the Puritans to aspire to create "a city upon a hill"? Do Americans still demonstrate that kind of aspiration? Debate the issue.

2. What ethical and political principles were important for American revolutionary leaders and their followers? Where are these most clearly expressed? See biographies of Jefferson, Madison, and others, and present them as reader's theatre.

*What major principles of ethics and morality are common to Judaism, Buddhism, Confucianism, and Christianity?*

**Grade 6: World History and Geography: Ancient Civilizations**

1. What major principles of ethics and morality are common to Judaism, Buddhism, Confucianism, and Christianity? What is the Golden Rule? Refer to sacred writings of these religions, e.g. the Koran, the Bible, the Analects. The Video program Claudius: Boy of Ancient Rome (Encyclopaedia Britannica Educational Corporation) considers a developing relationship between the sons of a landowner and of a slave.

2. In what respects did the basic tenets of Christianity pose a threat to the social order and institutions of Rome? Would you have feared Christians as subversive? Why?

**Grade 7: World History and Geography: Medieval and Early Modern Times**

*In what ways did the religious principles and practices of Islam contribute to its spectacular spread in the Middle Ages?*

1. In what ways did the religious principles and practices of Islam contribute to its spectacular spread in the Middle Ages? See The Rise of Islam by Mokhtar Maktefi. Selected sequences from the video program Mideast: Islam - The Unifying Force (BFA) complement this study.

2. To what extent was the Reformation brought about by religious convictions and practices - and to what extent by other factors, political, economic, and social? Segments of the video production Reformation (Revised) (Coronet) focus on the pressures and conditions in Europe that brought about the break with Rome.

3. Can the Enlightenment belief in Science and Reason be called a faith? To what extent do we still share these optimistic expectations? What would an Enlightenment "Heaven" be like?

**Grade 8: United States History and Geography: Growth and Conflict**

1. To what extent is our American political "belief system" a combination of views drawn from both ancient religion and 18th century reason?

2. What role did religion and religious principles play in inspiring people to take part in the pre-Civil War currents of reform, including abolitionism? See Uncle Tom's Cabin and other writings of the time. Carefully selected sequences from each of the following programs in the America Past video series - "The Abolitionists," "Utopias," and "The Role of Woman" - provide background information on reform movements prior to the 1860s.

## B. EXEMPLARS

*PRIMARY GRADE: UNDERSTANDING THE MEANING OF TIME AND CHRONOLOGY.*

Ask second graders to illustrate important scenes from their own lives. Have them order these events to consecutive days in the week so that the connection with time and chronology is established. To extend the learning, have students compare their illustrations to scenes and chronology in their classmates' lives. Later in the year this may be applied to lives of historical figures, great or ordinary, to selected literary characters, and may be preparatory to a family history project. Susan Ramsey Hoguet's Solomon Grundy can enhance this activity in a charming way.

*After reading Knots on a Counting Rope by Bill Martin, students should be asked to write a story which connects them with their family or ancestors.*

*INTERMEDIATE GRADE: DEVELOP A KEEN SENSE OF HISTORICAL EMPATHY.*

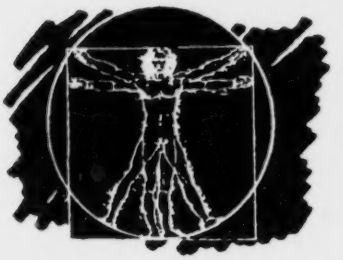
This activity might be used to begin the fifth grade year, as a preparation for chronological United States history. After reading Knots on a Counting Rope by Bill Martin, students should be asked to write a story which connects them with their family or ancestors. This helps create a strong feeling for and connection to past beliefs, values and experiences of previous generations. After sharing their stories, students should look for continuity or change in beliefs or ideas between themselves and past generations. While the historical accuracy of such stories is not

crucial to the creation of student empathy, every attempt should be made to find a work of literature that exemplifies a period, people, or culture.

***UPPER GRADES: RECOGNIZE HISTORY AS COMMON MEMORY WITH POLITICAL IMPLICATIONS.***

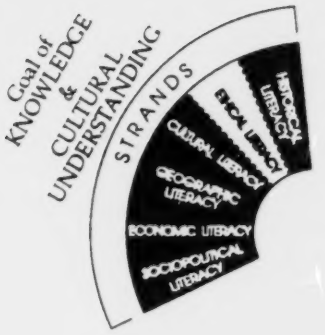
The historical record is now used as the point of departure for engaging in discussions of ideals and traditions, and how they are passed on to future generations. In the sixth grade, after reading Socrates' Last Oration from his trial for treason, students should analyze how the Athenians lived up to their own ideals, how a guilty verdict might reflect on Athenian society, and whether or not Athenian/ Democratic values survive well in a society not open to criticism.

# ETHICAL LITERACY



Students must learn to respect the dignity of individuals - not only in their own society, but in the larger world. History is one source from which students develop a conscience for sound moral judgement in the treatment of others. Sound judgment is developed through the critical review of history by examining ethical and unethical practices and actions and by relating events to the ideals and beliefs of a people.

The values and ethical standards of a society help to maintain it, dictate the behavior of its citizens, and resolve ethical dilemmas. As citizens of a free society, students must develop the understanding that protection of human rights must be a concern of every individual as well as the basis for governmental policies. Inhuman actions often result from extremist ideologies or beliefs. Students should learn of heroic citizens who ignored governmental policies (or public opinion) which violated human rights of individuals and groups.




Therefore, it is important at each grade level to nurture students' ethical standards and beliefs, to heighten their understanding of justice and truth, to develop their sense of right and wrong, and to strengthen their respect for the rights of each person as a unique individual.

"To develop ethical literacy, students must:

- Recognize the sanctity of life and the dignity of the individual...
- Understand the ways in which different societies have tried to resolve ethical issues...
- Understand that the ideas people profess affect their behavior...
- Realize that concern for ethics and human rights is universal and represents the aspirations of men and women in every time and place."

(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, page 14.)

*As citizens of a free society, students must develop the understanding that protection of human rights must be a concern of every individual as well as the basis for governmental policies.*

## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

**Kindergarten: Learning and Working Now and Long Ago**

Have students act out selected fables, devising modern parallels to such stories as "The Shepherd Boy and the Wolf." Enact the same story with a swimmer crying for help, instead of a shepherd. See Aesop's Fables.

**Grade 1: A Child's Place in Time and Space**

Allow students to hear a variety of stories from various cultures involving ethical behavior or situations. Discuss or enact some. Simply enjoy others for their own sake. A few examples: The Boy Who Held Back the Sea, Mufaro's

Beautiful Daughters, The Story of Jumping Mouse, and the video program The Wave: A Japanese Folktale (BFA). See also Jane Yolen's Favorite Folktales from Around the World for source material.

**Grade 2: People Who Make a Difference**

Ask students to read and discuss biographies of ordinary and extraordinary people. How are their lives good examples for us? Examples: Rosa Parks, Clara Barton, Louis Braille, Jan Matzeliger, Henry Cisneros. The video program A Day in the Life of Bonnie Consolo (Barr) documents the activities of a woman born without arms and highlights the positive reactions of a young boy when he encounters Bonnie.

*The video program A Day in the Life of Bonnie Consolo documents the activities of a woman born without arms and highlights the positive reactions of a young boy when he encounters Bonnie.*

**Grade 3: Continuity and Change**

1. In completing their local history unit, have pupils search current newspapers and clip articles showing good citizenship or ethical behavior in their town. What might you want to do in order to make the world safer, cleaner, kinder, or more beautiful? The story of Miss Rumphius complements this activity.

2. What admirable qualities are evident in the lives of people whose biographies we have studied? How do their lives inspire ours today?

**Grade 4: California: A Changing State**

1. Examine the ethical objections raised to the theft of property and environmental destruction in the Gold Rush. Who spoke out? Segments from the "Portraits in Gold: The California Gold Rush" from the On Location: Travels to California's Past video series (California Department of Education) note the impact of hydraulic mining in the state and describe miners' disrespect for land of the California Indians.

2. What moral and ethical arguments were used by the opposing sides in the debate over excluding Chinese immigration in the 1870s and 1880s? See the "Chinese Exclusion Act" as a primary source.

3. Is it right and ethical to tax citizens without children in order to support schools for other people's children? Why, or why not?

*What moral and ethical arguments were used by the opposing sides in the debate over excluding Chinese immigration in the 1870s and 1880s?*

**Grade 5: United States History and Geography: Making a New Nation**

1. Examine the moral evil of slavery and the slave trade; spell out the physical and mental cruelty imposed upon men, women, children. The Slave Ship is a work of historical fiction easily read by most fifth graders. A sequence from Episode 3, "The Slave," of the ABC-TV series Roots, highlights the slaves' rebellion during the voyage to America.

2. How did the moral codes of the Puritans sanctify as ethical their banishment of dissenters? Can there be clashes between two "goods"? How could a class debate the issue? How were dissenters such as Hutchinson and Williams depicted in Hawthorne's True Stories from History and Biography?



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3. Have students examine portions of William Pitt's speech to the House of Lords, January 20, 1775, as well as conciliatory speeches by other notables. Their appeals are made upon what ethical grounds? Sources for these materials include M. Beloff's The Debate on the American Revolution and Henry Commager's Documents of American History.

*Pick out those points in Hammurabi's Code, the Mosaic Code, and in the teachings of Jesus, Buddha, and Confucius that deal explicitly with the sanctity of life and the dignity of the individual.*

4. What was the ethical or moral basis for the American colonists to accept the bloodshed inevitable in the Revolutionary War?

5. How did explorers, colonists, and later government leaders then justify what we now regard as cruel and unjust treatment of American Indians?

6. Andrew Jackson, champion of the "common man," was probably following majority opinion in forcing the Cherokees off their land. Was he thereby justified morally?

7. What were the main moral and ethical teachings in schools and school books in the 19th century? Do we still have some in our books today?

**Grade 6: World History and Geography: Ancient Civilizations**

1. Pick out those points in Hammurabi's Code, the Mosaic Code, and in the teachings of Jesus, Buddha, and Confucius that deal explicitly with the sanctity of life and the dignity of the individual.

2. How do ethical dilemmas sometimes lead to tragedy, as in certain Greek dramas? Can you think of modern examples?

3. Choose dramatic scenes from the Bible, from Greek myth and history, from stories of India and China, that show individual resistance to injustice.

4. In what kinds of families or communities would it be possible for people to live up to the ethical demands of the Sermon on the Mount?

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. In the ethical and moral code of Islam, which of its points bear most directly on the sanctity of life and dignity of the person?

2. In all the ethical and moral codes so far studied, is the sanctity of life and dignity of the individual stressed as much for women as it is for men? What accounts for the differences?

*In the ethical and moral code of Islam, which of its points bear most directly on the sanctity of life and dignity of the person?*

3. Is such sanctity and dignity stressed as much for common people or slaves as for the upper classes of society? Why ask such a question?

4. How much does the ethical and social code of chivalry emerge from basic Christian moral teachings? Whose lives and dignity were the Knights supposed to defend? Retellings of the King Arthur legend by such writers as Roger Lancelyn Green and Rosemary Sutcliff help students understand chivalry.

5. What basic religious beliefs led to crusades and inquisitions, where the sanctity of life took second place to the conversion or destruction of non-believers? Is a debate possible here?

6. In what ways did both Catholic and Protestant authorities try to address the ethical issues of business life?

*Examine the life and works of Dorothea Dix and other leading reformers of the pre-Civil War era for their religious and ethical beliefs.*

**Grade 8: United States History and Geography: Growth and Conflict**

1. Review the ethical and moral implications of the Declaration of Independence and other basic American texts. What behavior do they demand of us?

2. Examine the life and works of Dorothea Dix and other leading reformers of the pre-Civil War era for their religious and ethical beliefs.

3. Examine moral and ethical beliefs of Abraham Lincoln, their sources and their expression in his public life and speeches. What passages are striking?

4. Examine the actions of abolitionists, North and South, white and black, as driven by their beliefs moral fervor, and religious convictions. Selected segments from the Tri-Star production Glory provide worthwhile background for discussion. (Note: Glory is rated "R" for violence. The Kodak Corporation has made available to all junior high schools in California a 20-minute edited version highlighting the themes of honor, freedom, commitment, and glory.) In the dramatic video program Freedom Station (PBS), a young escaped slave and a farm girl from an abolitionist family meet at a stop in Maryland's Underground Railroad. The narrative explores the idealized concept of freedom versus the reality of being free.

5. Debate the familiar strain between ethics and economic interests, as explored in the behavior of business and government toward workers and consumers in the Gilded Age. The video program Rise of the Industrial Giants (McGraw-Hill) documents the rise of monopolies and the careers of John D. Rockefeller, Andrew Carnegie, and J.P. Morgan.

*Debate the familiar strain between ethics and economic interests, as explored in the behavior of business and government toward workers and consumers in the Gilded Age.*

6. The ethical aims and efforts of Populists, Progressives, and other reformers of the pre-1914 era should be examined. Jacob Riis' Children of the Tenements and How the Other Half Lives complement this activity. The video production The Progressive Era: Reform Works in America (Encyclopaedia Britannica Educational Corporation) uses original filmclips to show that the period 1890-1915 was an era of turmoil and violence, yet one that prodded the conscience of the nation to improve conditions of the masses.

7. What were the main moral and ethical teachings in schools and school books of the 19th century? See volumes from various editions of McGuffey's Readers, also John Loeper's Going to School in 1876.

## B. EXEMPLARS

***PRIMARY GRADE: UNDERSTAND THE WAYS IN WHICH DIFFERENT SOCIETIES HAVE TRIED TO RESOLVE ETHICAL ISSUES.***

After listening to traditional stories about George Washington, Abraham Lincoln, or Martin Luther King, Jr., lead students to observe how the fundamental ethical beliefs of these famous people helped determine their accomplishments. Have students identify actions worth emulating. At earlier grades, similar discussions may be applied to diverse fables such as "The Lion and the Mouse" (Aesop) and "The Value of Friends" (Jataka tale).

*After listening to traditional stories about George Washington, Abraham Lincoln, or Martin Luther King, Jr., lead students to observe how the fundamental ethical beliefs of these famous people helped determine their accomplishments.*

***INTERMEDIATE GRADE: RECOGNIZE THE SANCTITY OF LIFE AND THE DIGNITY OF THE INDIVIDUAL.***

When studying California history, fourth graders review the chain of events which led to California's independence from Mexico. The revolts of Californians and simultaneous invasion by troops of the United States government is viewed from several perspectives. After reporting on this unstable period of history, ask students to work in groups to create reader's theater scripts representing the perspectives of contemporary witnesses: Mexican, United States citizens, immigrant, and Native American. The scripts can include opinions regarding the ethics of the California secession and the United States purchase of California from Mexico.

***UPPER GRADE: UNDERSTAND THAT THE IDEAS PEOPLE PROFESS AFFECT THEIR BEHAVIOR.***

In a study of the Roman Republic, allow sixth grade students to hear the story of Junius Brutus and the attempted betrayal of Rome by his sons. A contemporary example of a father facing the same sort of decision may also be presented. Have students analyze the consequences of Junius Brutus's decision and the consequences of his alternative choices. Then refocus discussion on the contemporary examples, and question students about how individual ethics govern choices regarding life and death, freedom of the individual and the "public good."

This provides a background for eighth graders when they trace slavery from its existence in ancient civilization through the slave trade as it existed in early American history. After researching the role of slaves through history, have students develop a time line to depict how slavery was carried on from societies in ancient times to the present.

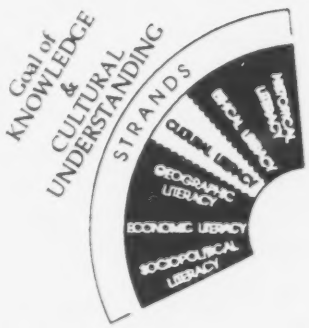
# CULTURAL LITERACY

Students need to understand that many diverse elements interrelate and thrive to form a given culture. All nations are defined, characterized, and influenced by their cultural development; thus, an in-depth study of a country's history requires that students examine and experience aspects of its cultural heritage. This understanding of a culture often provides students with another perspective on the how and why of significant events in history.

Becoming culturally literate is a continuing process. Students need to be exposed to the traditional cultural groups who first established this nation, as well as the development and contributions of other nations. Students can learn to see that a culture is not static, but continues to change and develop as it interacts with events of history. History with geography, enriched by the use of literature and the arts, is the basis for cultural literacy instruction.

To develop cultural literacy, students must:

- Understand the rich, complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy...
- Recognize the relationships among the various parts of a nation's cultural life...
- Learn about the mythology, legends, values, and beliefs of a people...
- Recognize that literature and art reflect the inner life of a people...
- Develop a multicultural perspective that respects the dignity and worth of all people."




(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, pages 14, 15.)

## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

*All nations are defined, characterized, and influenced by their cultural development; thus, an in-depth study of a country's history requires that students examine and experience aspects of its cultural heritage.*

**Kindergarten: Learning and Working Now and Long Ago**

1. Have students listen to and memorize poems and songs related to various holidays. Examples: "Yankee Doodle" or "There Are Many Flags" for patriotic days; and selections from the poetry collection, Celebrations by Myra Cohn Livingston.

2. A series of play centers stocked with old-style toys, artifacts, and play clothes allows students to play creatively using images and materials showing past cultures. A series of short units may be developed for such locales as Native American Indian villages, Colonial Williamsburg, a frontier fort, and castles. Stories, music, songs, art prints, and slides allow kindergartners to develop mental images of the past.

**Grade 1: A Child's Place in Time and Space**

1. Allow students to hear stories, study traditions, hold celebrations, and experience poetry and art activities that exemplify diverse cultures. The video presentation December Holidays (BFA) describes celebrations of different cultures - Las Posadas, Santa Lucia Day, Chanukah, and Christmas. Faces magazine (December 1990) contains helpful background for teachers regarding diverse cultural celebrations.

2. Community members of different ethnic backgrounds may be recruited to help study cultures represented in the classroom. Focus should include important traditions and stories of selected cultures.

*Community members of different ethnic backgrounds may be recruited to help study cultures represented in the classroom.*

**Grade 2: People Who Make a Difference**

1. Have students share traditions and celebrations of their families with classmates. Holiday celebrations in four nations - the Netherlands, Belgium, France, and England - are highlighted in the video program Christmas Time in Europe (Coronet), which represents only one of many possible holidays involving traditions. Teachers may call upon community members to help students learn of such observances as Tet, Kwanzaa, Passover, Easter, and the Fourth of July.

2. By studying biographies of such people as Charles Drew, Thomas Edison and Madame Curie, students can develop background knowledge for future studies of United States and world history.

**Grade 3: Continuity and Change**

Have students study many basic American ideals which are reflected in songs, symbols and holidays: the Liberty Bell, the flag, "America, the Beautiful," Flag Day, Independence Day, Thanksgiving, Martin Luther King, Jr. Birthday, the Statue of Liberty, Mount Rushmore, and others. The video program The Pledge and the Anthem: Behind the Words (Alfred Higgins Productions) notes that words and music express feelings and loyalty.

**Grade 4: California: A Changing State**

1. In the study of California Indian cultures, allow students to consider how mythology and arts were related to a given environment and economy. The video program North American Indian Legends (BFA) enables students to compare and contrast California Indian legends with those of three other geographical areas of the United States.

*In the study of California Indian cultures, allow students to consider how mythology and arts were related to a given environment and economy.*

2. How did Spanish missionaries try to achieve a compromise between Native American culture and beliefs and those of Catholic Spain? Can you find examples of the two cultures in the life of one individual?

3. Have students perform the songs and stories brought to California by Yankee sailors, and compare them with songs and stories of Mexico. "Sacramento" and "Cielito Lindo" are only two possible musical examples.

4. Tell students some true stories and legends of California figures, such as "Charlie" Parkhurst, Black Bart, and Snowshoe Thompson. With teacher assistance, pupils can dramatize and perform a story of their choosing. Ruth Stotter's cassette, Tales from California History, and the video dramatization of Bret Harte's The Luck of Roaring Camp (Learning Corporation of America) are two useable resources in this activity.

*What has been the impact of the California movie and television industries on national and world culture?*

5. What has been the impact of the California movie and television industries on national and world culture? What ethical responsibilities do producers, writers, and actors have toward society at large?

6. How can California schools work to preserve the cultural riches of its diverse people and promote a common civic culture? Find examples of lessons that do both at once. Victor (Barr), a video adaptation of a book by Clare Galbraith, dramatizes the story of a Mexican-American boy trapped between two cultures - school and home - and his desire for acceptance in both.

**Grade 5: United States History and Geography: Making a New Nation**

1. In the study of selected American Indian cultures, consider how their mythology, legends, and arts were interrelated, and how their culture related to their environment and economy.

2. Poems from John Bierhorst's In the Trail of the Wind contains authentic poems from the Native American Indian heritage. After discussing them, selected poems can be arranged by students as choral readings. This is a way of internalizing thoughts and philosophy expressive of Indian cultures through reading, writing, listening, and speaking.

*Poems from John Bierhorst's In the Trail of the Wind contains authentic poems from the Native American Indian heritage.*

3. How was the culture of the Puritans shaped by their religious convictions? How was it shaped by older English cultural traditions? Carefully selected sequences from The Puritan Experience: Making of a New World (Learning Corporation of America) provide information on Puritan beliefs, culture, and life. In the chronicle, a Puritan girl befriends the Indians, and the community's intolerance of unorthodox beliefs forces her family to leave the settlements.

4. What were the various cultural influences that ultimately shaped the adult, cosmopolitan, and versatile Ben Franklin, or the many-sided Thomas Jefferson? In the video production Benjamin Franklin (Encyclopaedia Britannica Educational Corporation), an aging Franklin tells in retrospect his own history to a young printer's apprentice.

5. In what ways were events in the lives of Paul Revere and Sybil Ludington similar? After hearing or performing Longfellow's ballad of Paul Revere from Tales of Wayside Inn, students may write a poetic ode to Ludington, done in the same manner. Drollene P. Brown tells Ludington's story in a lively manner (See Cobblestone magazine, September 1983). See also Joyce Milton's biography, The Story of Paul Revere: Messenger of Liberty.

6. After reading selected poems by Phyllis Wheatley, consider how cultural conditions influence the content or "message" of artistic works."Should

*Read about the struggles of pioneers, and especially of women, to carry, preserve, and spread learning and culture with them along the long, rigorous trails to the west.*

You, My Lord" is found in various anthologies. A play about Wheatley is contained in Charles Baker's The Struggle for Freedom.

7. Read about the struggles of pioneers, and especially of women, to carry, preserve, and spread learning and culture with them along the long, rigorous trails to the west. Valuable primary source material may be found in Joann Levy's They Saw the Elephant: Women in the California Gold Rush. Several "American Journals" sequences in the interactive computer videodisc program GTV: A Geographic Perspective on American History (National Geographic Society) provide students with models for creating their own diaries.

8. Eric Sloane's Diary of an Early American Boy contains authentic excerpts from an actual diary of the early 1800s, with sketches and explanations of tools, work, and practices mentioned. What was necessary for farmers to do in order to have such implements? How would adults and youngsters of today adjust or succeed if suddenly required to depend on similar materials or techniques? Select a menial task (harvesting a crop, baking a cake) and write two descriptive diary accounts of the task, from both contemporary and early American viewpoints.

9. What were the major cultural contributions of the several immigrant groups prior to the Civil War, and what were their Old World origins?

**Grade 6: World History and Geography: Ancient Civilizations**

1. Describe why the cave art of early peoples was expressive of the central purposes of art across time: to convey images of what was most important to their daily concerns and survival. See Denzel's Boy of the Painted Cave.

2. Examining passages from the Bible, find the sources of images, language, and cultural models through successive centuries of Western civilization.

*Compare and contrast the education of youth in Athens and Sparta; what were the young expected to know and do?*

3. What is "Classicism" in the Greek and Roman tradition? How do its standards apply both to art and to human behavior? Are they easy or hard to live up to? Ling's The Greek World enriches this discussion.

4. Compare and contrast the education of youth in Athens and Sparta; what were the young expected to know and do? What were their heroes like? A segment in the video program Claudius: Boy of Ancient Rome (Encyclopaedia Britannica Educational Corporation) describes education in Rome, enabling students to make comparisons with the education of youth in Athens and Sparta.

5. Describe the ideal education of Chinese youth in the Han era; what would the truly cultured young person know? How were actions supposed to follow knowledge?

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. Look at late Roman popular culture and its amusements. What were the signs of a society in decline?

2. In the poetry and literature of the Islamic world, what human traits and behavior seem most to be admired?

3. Describe Japanese culture as an example of a culture originating elsewhere (China) but developing along lines in a new setting. (Relate this to English culture as it changed in our New World.)

4. How did the Church and Christian tradition shape art, architecture, literature, and learning in the Middle Ages? "The Church" from the Middle Ages video series (PMI/Films Incorporated) examines the impact of the church during this era.

*How did the Church and Christian tradition shape art, architecture, literature, and learning in the Middle Ages?*

5. Explain how Renaissance culture was related to changes in the economic, social, political, and religious spheres of life. Can you see parallels in our own day? See Caselli's The Renaissance and the New World as one resource.

6. Read selections from Shakespeare and the King James Bible as the two main sources of the language, literature, and moral culture of the English-speaking world up to recent times. Are references to them still common? Look in newspapers and magazines. Students might enjoy memorizing key passages from these texts, or acting out portions of the plays (e.g., "Shakespeare for Young People" series edited by Diane Davidson).

**Grade 8: United States History and Geography: Growth and Conflict**

1. What kind of cultural education would an American boy or girl of the upper classes be expected to have before the Civil War? How much of it was of "foreign" origin? Selected segments in "Social Life" from the America Past video series (Agency for Instructional Technology) review the role of education in creating "...the American, this new man..." (Jean de Crevecoeur).

2. In the Jacksonian era of the "common man," what was popular culture like, or assumed by politicians to be like? How did presidential campaigns take advantage of it? Carefully selected segments from the video program The Jackson Years: The New Americans (Learning Corporation of America) provide insights into the minds and values of the Presidents and the politicians.

*What kind of cultural education would an American boy or girl of the upper classes be expected to have before the Civil War?*

3. What kinds of people and citizens were the McGuffey Readers trying to produce? How different are today's readers? What would you change from McGuffey? What would you keep?

4. What new inventions and amusements changed popular leisure-time culture in the period before 1914? Do you see it as progress? As a beginning, refer to Harlowe Hoyt's Town Hall Tonight for pictures and accounts of various amusements; also, the July 1984 issue of Cobblestone discusses chautauqua and lyceum movements.

## B. EXEMPLARS

***PRIMARY GRADE: UNDERSTAND THE RICH COMPLEX NATURE OF A GIVEN CULTURE.***

In the unit "Working Together: Exploring, Creating, Communicating," kindergartners experience painting, singing, dancing, playing rhythm instruments, and making up stories as preparation for this lesson. To enlarge their understanding of "cultural creators," have children listen to such stories as M. B. Goffstein's A Little Schubert and A Writer. How do creators of literature, music, or art make our lives happier or more beautiful? As a follow-up, allow children to experience arts in their lives by scanning paintings, hearing and dancing to music from diverse cultures, and developing familiarity with an author and his/her literary works.

*If George Gershwin's family or culture had not valued music, what differences would that have made in his life?*

In the unit, "People of Many Cultures, Now and Long Ago," second graders study biographies of great people. Whenever appropriate, lead students to consider cultural conditions which were motivating or deciding factors in a person's achievement. For example, what cultural tribulations motivated Mary McLeod Bethune's accomplishments? What kept her from becoming discouraged? If George Gershwin's family or culture had not valued music, what differences would that have made in his life?

***INTERMEDIATE GRADE: RECOGNIZE THE RELATIONSHIPS AMONG THE VARIOUS PARTS OF A NATION'S CULTURAL LIFE.***

The arts react to and comment on political and social development. In the year prior to fourth grade, students should have studied Stephen Foster and learned to sing at least two of his songs, "Oh, Susanna" and "Camptown Races." Now, as fourth graders, during the unit on "Gold Rush, Statehood and Westward Movement," help students learn the variants of those songs ("Oh, California" and "Sacramento") created by pioneers on their way to California. How did the pioneers change Foster's original words? Why? After reading Cassie's Journey by Brett Harvey, have students listen to the "Desert Water Hole" section from Ferde Grofé's Death Valley Suite for orchestra. Through directed listening, students should notice how Grofé suggests a weary wagon train as it edges across the desert, the sudden sighting of water, the pioneers' hymn of thanks, and a bumptious celebration of fiddling, dancing, and splashing. What familiar melody is used to depict the pioneers' rejoicing? ("Oh, Susanna"). When students read the poem "Western Wagons" from A Book of Americans by Rosemary and Stephen Vincent Benet, they should be led to observe how the phrases and rhythm evoke "Oh, Susanna." This is an example of how a melody can come to symbolize an entire era in history.

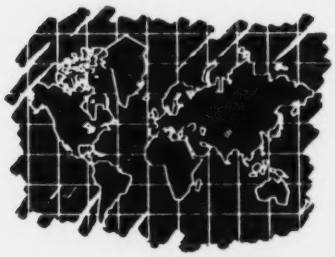
*The arts react to and comment on political and social development.*

***UPPER GRADE: UNDERSTAND THE RICH, COMPLEX NATURE OF A GIVEN CULTURE: ITS HISTORY, LITERATURE, RELIGION, EDUCATION, AND SOCIAL STRUCTURE.***

As a part of their unit in "The Rise of Industrial America: 1877-1914," eighth graders examine various poems, slate exercises and stories from the McGuffey Readers. Based upon the readings, what can we tell of daily school life and curricula of that time? After reading "The Whiskey Boy" (First Reader, 1836 edition) and "True Manliness," Parts I and II (Fourth Reader, 1879 edition), differentiate and make comparisons between 19th and 20th century life and social outlooks. "The Whiskey Boy" invites a comparison between the 19th century concern of "temper-

ance" with the current one of drug abuse. In "True Manliness," students should discuss the story's moral and its relation to the Judeo-Christian ethic. Would Fred Liscom receive the same kind of ridicule today? In what ways are the McGuffey Readers quaint or out of date? How are they timely or appropriate for today?

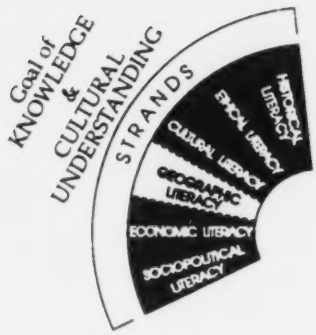
# GEOGRAPHIC LITERACY



Geography is an integral part of history-social science. Since the historical record contains an inextricable weave of time with place, this connection must be built into each unit at every grade level. A strong visual picture of the place where history transpired establishes the stage upon which the well-told story unfolds.

Students in the early grades learn the basic tools of geography as they study their local community and environment. These will be strengthened and broadened as the study of history becomes more complex. In the intermediate grades, geography provides the setting which students need to understand cause-effect relationships over time. Geographic conditions have contributed to a multitude of decisions resulting in human achievement and failure. What is perceived as an accident of history can be clarified through the study of human movements and physical geography.

"To develop geographic literacy, students must:




- ❖ Develop an awareness of place...
- ❖ Develop locational skills and understanding...
- ❖ Understand human and environmental interaction...
- ❖ Understand human movement...
- ❖ Understand world regions and their historical, cultural, economic, and political characteristics."

(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, pages 15-17.)

## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

*A strong visual picture of the place where history transpired establishes the stage upon which the well-told story unfolds.*

**Kindergarten: Learning and Working Now and Long Ago**

1. Led by the teacher, students should explore the school buildings and grounds and afterward draw pictures of the location that impressed them most. They can revisit the chosen places, looking for more details to put in their pictures. The purpose is to help children study characteristics of a place.

2. Using colored scarves of cotton gauze, ask students to create a "Make-believe Lane." Blue scarves on the floor represent lakes or ponds; brown represent fields; green, lawns or parks. Big blocks represent various buildings, and the children play, take walks, and describe life on the lane.

**Grade 1: A Child's Place in Time and Space**

1. Using small building blocks, cartons, colored paper and other objects, have students build a 3-dimensional table map of the school and its

immediate neighborhood. Later, they can make a 2-dimensional (paper) map of the same area.

**Grade 2: People Who Make a Difference**

1. In studying producers and suppliers of foods, consider the crops grown near students' locality. How does climate affect the crops farmers can grow? How are the crops watered? How do farmers protect their crops in harsh weather?

2. In preparing student family histories, have students make narrative maps (i.e., maps on which they write out key events on the area where they occurred, with dates). This allows students to relate specific events and times to places in their history.

*In preparing student family histories, have students make narrative maps (i.e., maps on which they write out key events on the area where they occurred, with dates).*

**Grade 3: Continuity and Change**

1. In studying the history of the local region, consider the various groups who settled the area. What brought them to this area? How did they get here? How did they change or work within the natural environment?

2. Examine old maps of the local region and compare with current ones. What changes are evident? The programs "Directions" and "Maps" from the Map Skills for Beginners video series (Coronet) provide students with the necessary information to interpret maps.

**Grade 4: California: A Changing State**

1. To gain a better awareness of the state's geographical features and relativity, make a map of California, including neighboring states, waters, and northern Mexico, showing elevations, climate, and resources. Also, passages from London's Sea Wolf and Dana's Two Years Before the Mast may be read aloud for descriptions of California geography and weather by two who experienced it firsthand.

2. Using the same scale for easy comparison, make a second map of routes into California taken by all settlers, from American Indians to the present day.

3. Which geographic factors that were vital to people in the past no longer affect people's decisions today? What geographic factors assume new importance today because of economic and technological change?

4. Locate the missions and presidios that once served as centers of settlement. Which of them continue to grow today and which have been bypassed? Can the difference be explained by geography alone? Sunset's book, The California Missions complements this discussion.

5. Use the events of the Gold Rush era to explain how a single vital resource can bring about both positive and negative effects, depending on human choices. See excerpts from Rhoda Blumberg's The California Gold Rush and the video program Gold Seekers (Stanton Films).

*Use the events of the Gold Rush era to explain how a single vital resource can bring about both positive and negative effects, depending on human choices.*

6. Describe how human feats of engineering and agricultural methods have decisively expanded the earlier limits placed on human activity by climate and geographic features.

**Grade 5: United States History and Geography: Making a New Nation**

1. How were the various ways of life of American Indian groups shaped by the varied geographical features of their regions. See David and Charlotte Yue's The Tipi and Winstein-Farson's The Wampenoag for just two examples.

*Have groups "settle" the different colonies and analyze favorable and unfavorable geographic conditions and resources.*

2. In tracing various explorers' routes, assign different groups of students to different routes. Have them research and deduce the advantages and disadvantages of their respective routes.

3. Have groups "settle" the different colonies and analyze favorable and unfavorable geographic conditions and resources.

4. Explain the geographic factors that encouraged the use of slave labor in the South and mainly discouraged it in the North. The sequences on the Northeast, the Middle Atlantic, and the South in the video production U.S. Region: Contrasts of Land and People (Encyclopaedia Britannica Educational Corporation) present some of the contrasts necessary for discussion on this topic.

5. As a British army commander, what geographical obstacles would you face as you try to subdue the American rebels? How would you try to overcome them?

6. If your own city or region were to come under attack by an army with the weapons of colonial days, how would you use geographic features to help your defense? Would they still help against weapons of 1918? Of today?

7. Trace lines from various immigrants' home countries to the United States, and then to localities where many of them settled. Have students use their own ancestors or families as examples whenever possible. This reinforces the relationship among personal history, chronological developments, and national identity.

8. Trace the land, river, and sea routes of the nation's westward expansion, having students record obstacles, problems, advantages, and resources encountered along the way.

*As a British army commander, what geographical obstacles would you face as you try to subdue the American rebels?*

**Grade 6: World History and Geography: Ancient Civilizations**

1. Why were rivers and river valleys so critical to early civilizations? How much of this has changed? Use the Nile as a case study. The video production Early Civilizations (BFA) offers information on the conditions necessary for the development of early civilizations, while the program Egypt: Nile River Kingdom (Barr) presents an in-depth analysis.

2. What particular problems and advantages were posed by the geographical location of the Hebrew people? Where are these mentioned in the Old Testament? One example: Biblical descriptions of desert, Canaan, etc.

3. Similar questions may be asked regarding the city-states of Ancient Greece, and how geography emerges in the myths and Homeric literature.

4. Study various period maps to follow the growth of China from ancient Shang days through the Han era. How did geographic factors both help and obstruct the unity of China?

5. Trace land and sea routes of China's links to the Middle East, South Asia, Africa, and the Mediterranean.

*Trace land and sea routes of China's links to the Middle East, South Asia, Africa, and the Mediterranean.*

6. Follow the possible travels of a Roman official at the time of the empire's greatest extent, citing the many different kinds of climate, terrain, resources, languages and people he would encounter. From this, develop and write a fictional journal entry for the Roman traveller.

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. To what extent can factors and forces of geography be blamed for the decline and fall of the Roman Empire in the West?

2. To what extent can geography be credited for the much longer life of the eastern half of the Empire?

3. Follow the spread of Islam from the Middle Ages to the early modern period, citing the geographic conditions that made expansion easier.

4. Analyze the technological and geographic factors in the rise of the African kingdoms of Ghana and Mali.

5. Analyze the role of geography in both the rise and decline of Renaissance Italy, from its prosperity and security, to its economic decline and military insecurity. Piero Ventura's Venice: The Birth of a City can assist in the discussion or research.

6. The defeat of the Spanish Armada was a turning point of world history, and ultimately affected American history as well. What role did geographic factors play in England's naval triumph and subsequent domination of the North American seaboard?

*What role did geographic factors play in England's naval triumph and subsequent domination of the North American seaboard?*

**Grade 8: United States History and Geography: Growth and Conflict**

1. Begin with an overview of the geographic factors that pushed Americans of different regions into "divergent paths": the West, the Northeast, the South. Which of these geographic factors still create differences of economic interest and ways of life in regions of our country?

2. What geographical advantages and disadvantages did the North and the South have in the Civil War? Selected sequences from the three programs "The Antebellum South," "The Industrial North," and "Roads and Railroads" from the America Past video series highlight the geographic advantages and disadvantages.

3. Analyze a particular battle or campaign for the part geography played in its outcome. In the analysis consider also the weapons, transport and communications of those days. Antietam, Gettysburg, and Grant's Western campaigns are possible options. Possible resources: Gettysburg by MacKinlay Kantor, and Neil Johnson's The Battle of Gettysburg.

*What geographical advantages did American industry enjoy for its post-Civil War expansion?*

4. What geographical advantages did American industry enjoy for its post-Civil War expansion? How did America's size, resources, climate, topography, river systems, and relative location to other countries affect that expansion?

5. Trace the acquisition of American empire at the turn of the century. What new problems and opportunities did geography pose? Why, for example, did the Philippines appear so important to Americans at the time?

## B. EXEMPLARS

*PRIMARY GRADE: DEVELOP AN AWARENESS OF PLACE AND UNDERSTAND HUMAN AND ENVIRONMENTAL INTERACTION.*

As an introduction to the third grade unit on "Continuity and Change," have students consider the Indians who settled in the local region. Where did they live? Why did they choose to live in this place? Then have students create a topographical map using icons to suggest crops, shelter, and quarry. Indigenous materials can be used to build a diorama or miniature shelter. Have them compare their shelter with various shelters from neighboring tribes. How did the Native American live in harmony with the environment even though different materials were used in differing locations? If the need for shelter is the same, why have humans built different types of houses? These activities help students better realize the relationship between culture and geography.

*INTERMEDIATE GRADE: UNDERSTAND HUMAN MOVEMENT.*

California history emphasizes a rich ethnic, racial, and cultural diversity in a wide range of geographic conditions. Climate and the natural resources should be indicated on a map of California by use of color and representative symbols by fourth graders. Later, have them develop a map of Spanish California, indicating the routes of explorers and the location of presidios, forts, missions, and pueblos. To set the place in time, develop a time line for Spanish California which begins with Juan Cabrillo in 1542 and continues through 1821 when Mexico became independent from Spain. Have students divide into teams. Each team should take a different explorer and trace his travels through California on a map. How did the explorer influence future developments in California?

*Climate and the natural resources should be indicated on a map of California by use of color and representative symbols by fourth graders.*

As a culminating activity, each team should prepare a report which includes special findings and visual materials such as graphs, charts, maps, icons, artifacts, and written material. Students should include in their report evidences of the Spanish influence on California (e.g. place names, dress, architecture, art, music, crops, and food).

*UPPER GRADE: DEVELOP LOCATIONAL SKILLS AND UNDERSTANDING.*

The Civil War provides eighth-grade students the opportunity to judge the significance of the geography of a place to an event. After reconstructing maps of the major Civil War battles, with particular attention to terrain, strategic location, and supply line routes, students should explain how these factors presented advantages or disadvantages that affected the outcome. Example: In the Battle of Antietam, what physical and human elements assisted the Union Army in stopping the Confederates' invasion?

# ECONOMIC LITERACY

The purpose of economic education is to ensure that students acquire a background that will equip them to make individual and social decisions as voters, consumers, and producers. The development of these understandings and decision-making skills requires a strong foundation in economics beginning in kindergarten.

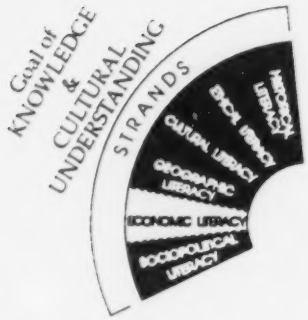
Economics is a way of thinking that provides a framework for individual and social decision making. The underlying message of economics is that every choice means giving up something else.

By the end of the eighth grade, students should grasp the basic concepts necessary for an in-depth study of economics in grades 9-12.

"To develop economic literacy, students must:

- Understand the basic economic problems confronting all societies...
- Understand comparative economic systems...
- Understand the basic economic goals, performance, and problems of our society...
- Understand the international economic system."

(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, pages 17, 18.)




## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

**Kindergarten: Learning and Working Now and Long Ago**

1. Using a classroom situation of scarce supplies or refreshments, explore ways to solve the problem: sharing, making more, or other solutions. The Doorbell Rang by Pat Hutchins complements this activity.

2. Act out the selection and purchase of goods in a make-believe supermarket. Old boxes, cartons, and cans may be used, as well as paper bags. This activity helps students better understand their immediate world. Later in the year, students may use old-style canisters, boxes, yardage bolts, and other substitutes to act out life in a general store of long ago. Rachel Field's poem, The General Store, illustrated by Nancy Winslow Parker, complements the activity.

*Economics is a way of thinking that provides a framework for individual and social decision making.*

**Grade 1: A Child's Place in Time and Space**

1. After understanding the concepts of goods and services, have students examine the meaning of specialization. The various products needed to make a sandwich (bread, mayonnaise, mustard, lettuce, turkey, cheese, pickles) can illustrate specialization.

2. Act out a situation showing work, earning, and hourly wage. Play money and a hand operated "play clock" may be used. This helps students better understand work, earnings, and basic trade.

**Grade 2: People Who Make a Difference**

*Bananas from Central America and cocoa products from Ghana provide an introduction to international trade.*

1. Have students develop a flow chart illustrating the economic processes involved in developing, packaging, selling, and transporting foods. Such books as Mitgutsch's From Beet to Sugar or Gibbons' The Milk Makers may be used as resources.

2. Bananas from Central America and cocoa products from Ghana provide an introduction to international trade. Students should be assisted in tracing these products from the breakfast table back to the places they were raised. Students may then list the growth, transport, delivery, and sales processes in chronological order. Oranges by Jack Rogrow, Night Markets by Joshua Horwitz, and Bananas from Manolo to Margie by George Ancona, are books which complement these activities.

**Grade 3: Continuity and Change**

1. In studying their local region, students should identify the industries, agriculture, and employment opportunities important to the community.

2. In what ways is the local community changing? Students should consider population, transportation, construction, cultural developments, geography, and other factors. What are the reasons these changes are coming about? Books such as New Providence and Bayberry Bluff enrich this study. See also Jorg Muller's art prints of The Changing City and The Changing Countryside.

**Grade 4: California: A Changing State**

*What have been the economic forces, from inside and outside California, that have changed much of the state's agriculture from family farms to agribusiness?*

1. Merchants succeed best when responding to the greatest demands of consumers. As a California merchant who miraculously lived through two centuries, what items would you choose to sell...

    a. before the Gold Rush;
    b. during the Gold Rush;
    c. after the railroad came;
    d. since World War II; and
    e. today and tomorrow?

2. Even in the loosely-integrated world economy of the mid-19th century, the California Gold Rush had a great international impact. What were its main effects on other countries?

3. What have been the economic forces, from inside and outside California, that have changed much of the state's agriculture from family farms to agribusiness? Debate the advantages and disadvantages of this change. Selected sequences from the video production California's Challenge (Alameda County Office of Education) note the trends and major problems confronting California agriculture.

4. From World War II onward, how important have defense industries been to the California economy? Have new needs or products emerged that could absorb people's labor if defense spending were to be drastically cut?

5. Has the growing economic power of Asian nations on the Pacific Rim posed a threat or a benefit to California? Have different groups explore the different products and forces at work.

**Grade 5: United States History and Geography: Making a New Nation**

*What economic factors pushed immigrants from their homelands and drew them to the United States?*

1. In the colonial era, what economic arguments would have been made for slavery in the South? Why did these arguments often not pertain to the North?

2. Were there serious economic grievances that American colonists suffered before the Revolution? Did they justify revolution? Did Canadians, who stayed loyal, have similar grievances?

3. What economic factors pushed immigrants from their homelands and drew them to the United States? What else was happening in their homelands? See Moskin's Waiting for Mama and other immigration stories.

4. What economic complaints, or economic aspirations, pressed Americans out of older East Coast settlements to brave the perils and hard life of the frontier? Is this still happening?

**Grade 6: World History and Geography: Ancient Civilizations**

1. What economic forces and threats were experienced in common by the ancient river-based civilizations? Are there any modern examples like them?

2. How did economic needs and activities bring different cultures into contact, conflict, or cooperation in the Ancient world? Did other motives play a role? What were they?

*How did economic needs and activities bring different cultures into contact, conflict, or cooperation in the Ancient world?*

3. What economic forces or motives can you see for the rising conflict between Athens and Sparta? Could the economic causes have been resolved? Who would have gained and lost?

4. How did ancient codes of law and religion try to address economic issues such as property, theft, fairness of dealing, resources, and sharing with others?

5. What were Rome's main sources of economic power and prosperity, underlying her long-lived imperial dominance of the Mediterranean world? Asimov's The Roman Empire and Corbishley's The Roman World provide some information.

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. What were the economic changes or failures that undermined the prosperity and power of the declining Roman empire of the West?

2. Explain the impact of political choice upon economic activity, as in the drastic limits placed by the Ming dynasty on Chinese merchants and trade.

3. Describe the economic organization of a feudal manor. How were resources and labor organized to provide food, clothing, shelter, and security? Describe each "estate" or class and its role in economic life.

*Describe the economic organization of a feudal manor.*

4. Who would be made happy or unhappy by the Church's attempt to enforce fair prices, fair wages, and better working conditions?

5. How did changes in one sector of the economy influence other sectors? How did the changes in medieval agriculture underlie the revival of trade and towns. Explain why. "The Traders" from the video series The Middle Ages (PMI/Films Incorporated) focuses on communication and trade and examines the varied costs of specialists involved in the production and sale of English wool cloth.

6. Follow the lives of three people - cloth merchant, cloth worker, sheep farmer - in the Renaissance era to show the very different impact of economic changes on different people in a society.

7. What were the economic origins of modern capitalism? What economic changes had to occur before capitalists could flourish? Were there other necessary changes, in politics or churches, for example?

**Grade 8: United States History and Geography: Growth and Conflict**

1. The kind of economy the Founders saw around them made them optimistic about creating an Aristotelian "polity", a stable self-governing republic. Why so?

2. The members of the Constitutional Convention had many conflicting economic interests. List specific examples and explain how those conflicting interests may have affected the Constitution itself.

3. Describe the conflicting views held by different political parties regarding the best kind of economy and governmental policy on economics for a healthy society in the period under study.

*Have students debate the major economic arguments made for and against slavery just prior to the Civil War.*

4. How did the Industrial Revolution change the North? What were booms and depressions and their causes? Have such causes changed? The Lowell Offering by Benita Eisler, et.al., offers primary sources that can be used by teachers for studying industry in the North. "The Industrial North" from the video series America Past (Agency for Instructional Technology) describes the effects of industrialization on the American society before 1860.

5. What are tariffs and import restrictions? What was their impact on different economic classes and regions in the 19th century?

6. Have students debate the major economic arguments made for and against slavery just prior to the Civil War. Had these arguments changed

*How much attention was paid to the basic economic needs of ex-slaves after their legal emancipation?*

much since early colonial times? "The Antebellum South" from the Video series America Past (Agency for Instructional Technology) explains why most Southerners supported the institution of slavery.

7. What economic factors helped the North defeat the South? Could the importance of some of these factors have been changed by decisions on the part of political leaders? How so?

8. How much attention was paid to the basic economic needs of ex-slaves after their legal emancipation? Contrast this with the attention paid to ex-serfs in Russia. How can the contrast be explained?

9. After the Civil War, the United States was still a "developing country." What economic conditions helped our industrial expansion? How were they like, or unlike, economic conditions facing developing nations today?

## B. EXEMPLARS

*PRIMARY GRADE: UNDERSTAND THE BASIC ECONOMIC PROBLEMS CONFRONTING ALL SOCIETIES.*

Scarcity requires choices, and primary grade students can begin to understand interdependence and choice as factors of life, now and long ago. After students have enjoyed The Ox-Cart Man, bring the following items for students to examine or taste: feather pillow, honeycomb, maple sugar, homespun yarn, flax, or linen. To act out the story, ask students to observe the actions of characters in a second reading of the story: how the family produced goods, what the people wanted and bought. Lead students to see that the family's survival depended on this way of life. Students may write their own stories of producing, transporting, selling and buying products of their choice, showing how people rely on each other. What did the people at the market want from the Ox-Cart Man? How did he produce what the customers wanted? Why did the Ox-Cart Man sell his ox? Point out how people depend on each other for getting the things they need.

*After students have enjoyed The Ox-Cart Man, bring the following items for students to examine or taste: feather pillow, honeycomb, maple sugar, homespun yarn, flax, or linen.*

Later, in the second grade, students' concepts of scarcity, choice and interdependence become more sophisticated as food producers, processors, distributors, and consumers are examined from the viewpoint of the local community. The five student programs and the two teacher in-service programs in the video series Econ and Me develop the following economic concepts: scarcity, opportunity, cost, consumption, production, and interdependence.

*INTERMEDIATE GRADE: UNDERSTAND COMPARATIVE ECONOMIC SYSTEMS.*

In the fifth grade, have students study more complex economic issues such as free enterprise and free trade versus economic controls and mercantilism. Economic aspects of the American Revolution will not only make the subject more meaningful to students but will make it possible for them to relate the events of the revolutionary period to current issues and problems.

The American Colonies enjoyed a considerable amount of economic freedom. They were able to take advantage of free trade and economic specialization. However,

the British used increasingly restrictive tariffs and taxes to control the colonies and impede their trade. To enhance students' understanding of the complex economic issues of this period, have one group of students write a news report and present to the class the historical evidence supporting or contradicting the economic grievances in the Declaration of Independence.

Have a second group develop a timeline for classroom display that emphasizes the main economic legislation and events that led to the American Revolution. A third can develop a socio-drama with one student acting as a ship owner; another, a distiller of rum; and a third, a plantation owner in the British West Indies. Each should testify before a Board of Trade and Plantations on the wisdom of establishing free trade between the British colonies in America and the French West Indies. A map of the places can provide useful background.

Questions for discussion or writing: Are economic freedoms worth fighting for? Why or why not? When the economic interests of different groups clash, how do we decide which group should have priority?

*When the economic interests of different groups clash, how do we decide which group should have priority?*

***UPPER GRADE: UNDERSTAND THE BASIC ECONOMIC GOALS, PERFORMANCE, AND PROBLEMS OF OUR SOCIETY.***

Throughout history, inflation has impacted individual and national decisions. Thus students need to understand the economic concepts surrounding inflation. This may be seen in the eighth grade study of pre-Civil War period. The discovery of gold in California had a profound effect on the development of the West Coast and on the nation as a whole. United States gold production rose rapidly and became a mixed blessing because it brought both prosperity and inflation. This provides the opportunity to teach the difference between money income and real income.

The economics of slavery raises such questions as: Was it really profitable to own slaves? What effect did slavery have on the economy of the South? Have students write editorials for a newspaper of the 1850s, discussing the economic cost and efficiency of slavery, the discovery of gold in California in 1848 and how this affected the economy of the United States, how persistently rising prices affected Southern slave holders, debtors, creditors who held long-term bonds and mortgages, and the expanding industry of the Northeast. What was the cost on society related to slavery? How profitable was the slave trade?

*Throughout history, inflation has impacted individual and national decisions.*

Ask a second group to prepare a round table discussion entitled "Sectional Strife Splits the Nation." Some students can work in small committees to investigate various topics, such as the tariff controversy, the growth to the west and the slavery issue. Others can represent special interests of the three sections and prepare questions to be asked of panel members.

Other factors to be considered: how geographic differences impacted these issues, (e.g., climate, resources, topography); and how geographical characteristics affected political and economic views.

# SOCIOPOLITICAL LITERACY

For students to understand how the attitudes and actions of individual citizens influence a society's goals, values, institutions, and political systems, they must learn how such influences have worked in the past and must engage in activities that develop such attitudes and behaviors. For example, in the United States, attitudes are expressed when individuals exercise their responsibility by voting; by participation in school, community, and civic affairs; and by being personally involved in the resolution of public issues.

Students must first understand a society's political, educational and social structures and their interrelatedness in order to grasp the complex nature of the entire sociopolitical system. As they begin to understand the Constitution and its interpretations, they will see the Constitution as shaped by human decisions made through the judicial process.

In the early grades, sociopolitical literacy can best be taught by developing students' understanding of the educational environment as a social environment and of how its rules affect individuals and influence their behavior. In the upper grades, students understand how a society and its laws are related to the political system and its ideals by being involved in local community affairs, as well as by formal study.

"To develop sociopolitical literacy, students must:

- Understand the close relationship between social and political systems...
- Understand the close relationship between society and the law...
- Understand comparative political systems."

(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, pages 18, 19.)

## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

*In the United States, attitudes are expressed when individuals exercise their responsibility by voting; by participation in school, community, and civic affairs; and by being personally involved in the resolution of public issues.*

**Kindergarten: Learning and Working Now and Long Ago**

After discussing with their teacher the importance of such values as safety and fair play, lead students to observe how those values are reflected in classroom and school rules.

**Grade 1: A Child's Place in Time and Space**

In what ways is a respect for rules essential in classroom work and play? How is this the same for laws in a community and on the highway? The animated production "Learning to Be a Good Sport" from the Beginning Responsibility video series (Coronet) uses whimsical animal characters to develop the concept of good sportsmanship.

Using the computer simulation, "Choices, Choices: Taking Responsibility," children must face issues of honesty in deciding when telling the truth is the right thing to do and when it is tattling (Tom Snider Productions).

**Grade 2: People Who Make a Difference**

After reading biographies of notables such as Abraham Lincoln and Martin Luther King, Jr., students should consider: Why is the observance of their birthdays a national law? Adler's Picture Book of Martin Luther King, Jr. and selected segments from the video production Prophet of Peace: Story of Dr. Martin Luther King, Jr. (University of California Extension Media Center) are possible resources.

*Stage a California legislative hearing in which each of the major racial and ethnic groups presents the single most important change it would like to see in the state's social and economic policies.*

**Grade 3: Continuity and Change**

"The Star Spangled Banner" is the official anthem for our nation, signed into law in 1931. What might the words of this anthem tell people of other countries about our hopes and beliefs? Use Peter Spier's illustrated version of the text to initiate or extend discussion.

**Grade 4: California: A Changing State**

1. Which groups, interests, and social classes lost ground as a result of the Mexican War and California's admission to statehood? Which were the gainers?

2. How "democratic" was the new state of California as compared with the old Eastern states on such matters as the right to vote and methods of electing and influencing governors and legislators?

3. Stage a California legislative hearing in which each of the major racial and ethnic groups presents the single most important change it would like to see in the state's social and economic policies.

4. Which California laws and practices installed since World War II reflect attempts to guarantee social justice and fairness to all individuals across lines of class, race, ethnicity, age, and gender?

*How did the House of Burgesses, the first representative assembly in the colonies, reflect the social structure of Virginia?*

**Grade 5: United States History and Geography: Making a New Nation**

1. How did the House of Burgesses, the first representative assembly in the colonies, reflect the social structure of Virginia? Who had the right to vote, and who did not? Why?

2. The same questions may be asked regarding the Mayflower Compact and the legislatures of the New England and the Middle Colonies.

3. The Revolutionary War represents a failure of "conflict resolution." Why did moderates in Parliament and in the American colonies not succeed in bringing the two sides to compromise? Primary sources such as Milton Meltzer's The American Revolutionaries in Their Own Words will enrich the discussion.

4. What about society in the new Western states made them the earliest to grant the vote to women? How were they different from the East?

5. What were the political systems of those countries left behind by immigrants to the United States? Which of them denied the rights guaranteed by the American legal and political system? The video dramatization Freedom (Barr) provides students with an opportunity to contrast the democratic process with a military government.

*What did Aristotle mean by the "middle class" and why did he think democracy (as we know it) could prosper only when that class outnumbered the very rich and the very poor.*

**Grade 6: World History and Geography: Ancient Civilizations**

1. What points in Hammurabi's Code reflect an attempt to promote social justice and fairness to individuals across lines of class and gender?

2. What were the main features of Athenian democracy at its height? How did it differ from early American democracy? Have students debate the virtues of each.

3. What did Aristotle mean by the "middle class" and why did he think democracy (as we know it) could prosper only when that class outnumbered the very rich and the very poor.

4. What, according to Confucius, were the traits of human character essential to good governors of a society? Would you wish to add or subtract any traits for leaders in our own time? See The Analects or The Wisdom of Confucius.

5. What were the main characteristics and particular strengths of Roman law that led to its influence in the European world down to the present? How "fair" was it? Carefully selected segments from the video The Romans: Life, Laughter, and Law (Learning Corporation of America) describe the Justinian Code and reaffirm Rome's great legacy - equal justice for all citizens. It is suggested that, in using the video, teachers keep the audio off and provide a commentary themselves.

6. How were the economic, social, and moral problems of the late Roman Empire reflected in the weaknesses of the government and the army? Can politics be healthy when the rest of society is not? Jerome's "The Fate of Rome," found in Marvin Perry's Source of the Western Tradition, complements these and related discussions.

**Grade 7: World History and Geography: Medieval and Early Modern Times**

*Explain how Chinese social structure and Confucian values blocked the power of the merchant class to influence the political policies of the Ming Dynasty.*

1. How did the religious ideas and ethical principles of Islam shape Muslim systems of law and justice? This discussion should begin with a study of excerpts from the Koran.

2. Explain how Chinese social structure and Confucian values blocked the power of the merchant class to influence the political policies of the Ming dynasty.

3. In contrast to China, the European merchant class acquired more and more political power as feudal eras neared their end. What factors made the difference?

4. How did Christian ideas and ethical principles shape the Medieval Church's laws on economic, political and military matters?

*How did Christian ideas and ethical principles shape the Medieval Church's laws on economic, political and military matters?*

5. The English Revolution, which ended in the triumph of Parliament over royal authority, arose from clashes in economic, religious, and political matters. What were the contending parties? Which ideas and interests won, and which lost? The video production Puritan Revolution: Cromwell and the Rise of the Parliamentary Democracy (Learning Corporation of America) describes the turbulent period 40 years before the Glorious Revolution of 1688.

6. Read the French Declaration of the Rights of Man and explain how it embodies both Enlightenment ideals and the material interests of various social classes. A reader's theatre might be effective here.

**Grade 8: United States History and Geography: Growth and Conflict**

1. Explain how the United States Constitution reflects both the inequality inherent in the slave system, and the aspirations to equality common to the Enlightenment and expressed in the Declaration of Independence.

2. How can one explain the differences among states' regulations on eligibility to vote and to hold office? Can differences among states be traced to their religious, economic, or social characteristics?

3. In what ways did Jefferson believe people had to be educated and informed if they were to preserve and extend self-government in the United States? Why? Charles Patterson's Thomas Jefferson provides background on Jefferson's life and achievements.

*In what ways did Jefferson believe people had to be educated and informed if they were to preserve and extend self-government in the United States?*

4. How did Jacksonian Democracy open a "new era" of political power for common people? How was this power reflected in the character of presidential campaigns? Was this progress, or regression, or both?

5. What if the Civil War had resulted in two separate countries? Given their economic, social, and racial characteristics, how would the political and legal systems of "Northern United States" and "Southern Confederacy" be different?

## B. EXEMPLARS

*PRIMARY GRADE: UNDERSTAND THE CLOSE RELATIONSHIP BETWEEN SOCIAL AND POLITICAL SYSTEMS.*

First graders' introduction to political and social systems can begin by developing a map of their school, identifying key places (e.g. the principal's office, nurse's office, cafeteria, custodians office, etc.). Have them identify characteristics of each of these places, kinds of activities performed by different people, their responsibilities, and duties. These special people can visit the classroom and discuss their jobs with students. How is each of these positions important to the school? Such values as order, learning, safety, cleanliness, and health are the reasons why we have principals, teachers, nurses, etc.

*Have students read accounts of "The Trail of Tears" and Daniel Webster's role in the debate over the plight of the Cherokee Indians.*

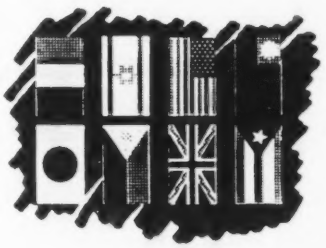
***INTERMEDIATE GRADE: UNDERSTAND THE CLOSE RELATIONSHIP BETWEEN A SOCIETY AND ITS LAWS.***

Have students read accounts of "The Trail of Tears" and Daniel Webster's role in the debate over the plight of the Cherokee Indians. Choose two teams, one team representing the Cherokee Indians and one team representing the United States Government's position. Teach basic debate rules prior to presentation, and have speakers rehearse their arguments. (Cobblestone: A History Magazine for Young People, January, 1987, Vol. 8, No. 1, contains valuable material on debates for young students.) Have the chairperson record the rebuttals the team develops and summarize the most significant points from the other members' speeches at the end of the debate. Actual transcripts of Daniel Webster's speeches should be used as primary sources to develop scripts for arguments.

***UPPER GRADE: UNDERSTAND SOCIAL AND POLITICAL SYSTEMS.***

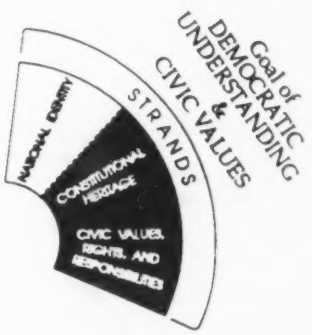
A wide variety of activities may be used to introduce the upper grade student to the complexities of sociopolitical institutions. Mock trials; congressional hearings; civic center visitations; classroom visits from judges, lawyers, and elected officials; or field trips to the county jail expose students to a variety of vocations involved in our political institutions. Have groups research background information for upcoming visits or trips, prepare questions for people they meet, and complete a visitation form asking them to describe learnings during their investigation or keep a journal related to the visitation. How does a particular institution function in other societies? Other governmental levels? How has our social and political system evolved over time? How has it changed or stayed the same?

# NATIONAL IDENTITY



The United States of America is a nation bound together not by ethnicity or blood but by ideals extolling equality and freedom. These ideals are embodied in our earliest writings and speeches. Patrick Henry's oration before the Virginia Convention, the Declaration of Independence, the Constitution and Bill of Rights, and the Federalist Papers are only a few examples. These ideals pervade the works of American authors, presidents, and civil rights leaders up to the present day.

This strand emphasizes the oneness that Americans share as a people descended from many cultures, religions, and ethnic groups, bonded by one vision and expressed in national symbols and creeds (e.g., Liberty Bell, national anthem, Pledge of Allegiance). Whether a student's family has immigrated in the 1640s, 1870s, or 1980s, the student needs to develop a bond with our national experience and heritage. This strand also includes the historic struggle to extend constitutional guarantees to all citizens, recognizing the evolving status of women and minorities. As a part of these learnings, students need to understand how the nation's future rests in our working together in order to better realize America's ideals and aspirations.




"To understand this nation's identity, students must:

- ❖ Recognize that American Society is now and always has been pluralistic and multicultural...
- ❖ Understand the American creed as an ideology extolling equality and freedom...
- ❖ Recognize the status of minorities and women in different times in American history...
- ❖ Understand the unique experiences of immigrants from Asia, the Pacific Islands, and Latin America...
- ❖ Understand the special role of the United States in world history as a nation of immigrants...
- ❖ Realize that true patriotism celebrates the moral force of the American idea as a nation that unites as one people the descendants of many cultures, races, religions, and ethnic groups."

(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, pages 20, 21.)

*The United States of America is a nation bound together not by ethnicity or blood but by ideals extolling equality and freedom.*

## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

**Kindergarten: Learning and Working Now and Long Ago**

Have students learn some of the simpler aspects of our flag - its color and design, its general meaning, and flag etiquette. Help them observe that Americans are people of many cultures and backgrounds, and that the flag belongs to everyone.

**Grade 1: A Child's Place in Time and Space**

*After hearing the story of Rosa Parks, lead students to consider how she helped to improve equality in our nation.*

As a part of the "Cultural Diversity" unit, students should encounter a variety of stories and other fine arts representing ethnic groups in the classroom, community, or state, and come to understand that Americans are a people of many backgrounds. Stories could include such works as The Legend of the Bluebonnet; Angel Child, Dragon Child; The Nicest Gift; Mr. Fong's Toy Shop; Mirandy and Brother Wind, and others. The Legend of the Bluebonnet and Whale in the Sky, an Eskimo folktale, are highlighted in student book reviews in Paul Bunyan, a program in the Reading Rainbow video series (Great Plains National Instructional Television).

**Grade 2: People Who Make a Difference**

1. As a culmination to the sharing of student-developed histories, have each pupil pin yarn on a global map, connecting the land of their subjects' ethnic origins with the local community. How many different countries are represented? What might this tell us about the United States of America?

2. After hearing the story of Rosa Parks, lead students to consider how she helped to improve equality in our nation.

**Grade 3: Continuity and Change**

1. In order to gain a deeper understanding of the United States as a nation of many nationalities, allow students to hear a variety of immigration stories in the unit, "Our Nation's History." Long Way to a New Land, How Many Days to America?, Molly's Pilgrim, Watch the Stars Come Out, and The Little Weaver of Thai-Yen Village are only a few of the possible stories children enjoy. Molly's Pilgrim (Phoenix) and How Many Days to America: A Thanksgiving Story (Coronet) are both available in video.

2. To understand the nation's ideals of equality and freedom, have students read and report on national shrines, symbols, holidays, and songs, such as the Lincoln Memorial, the eagle, Independence Day, "America, the Beautiful," and Martin Luther King, Jr., Day.

*Construct a color-coded timeline showing the start and duration of each flow of immigrants into California from the Ice Age to the present.*

**Grade 4: California: A Changing State**

1. Construct a color-coded timeline showing the start and duration of each flow of immigrants into California from the Ice Age to the present. Each group's path should be similarly traced on a world map displayed under the timeline. Dates and routes of students' own ancestors should be filled in first, then all the rest. A sequence in the episode "Sketches from the Capital" from the On Location: Travels to California's Past highlights this topic.

2. What advantages and disadvantages have all immigrants to California experienced in common? Which groups have suffered added disadvantages and for what reasons?

3. What provisions in the California state constitution and major legislation are designed to insure equality of rights and opportunities to all men, women, and children, without discrimination? In the original constitution, what was said about women's rights to hold property?

4. Have students choose a famous, heroic or model California man or woman from several of the state's racial and ethnic groups, and look into the person's family history and schooling. See California Women, published by the California Department of Education, as one possible resource.

5. Various stories by Leo Politi reflect some of the cultural diversity in California's history and geography. Students should have opportunities to simply enjoy these stories as depictions of California's ethnic heritage, past and present.

**Grade 5: United States History and Geography: Making a New Nation**

*Have students chart the demographic changes and patterns of the American people along the lines of race, religion, culture, and ethnicity, from pre-Columbian times to the present.*

1. Groups of students should construct a color-coded timeline and world map, like those for California, for the colonial and revolutionary periods, depicting the arrival of and settlement by various ethnic groups.

2. Have students chart the demographic changes and patterns of the American people along the lines of race, religion, culture, and ethnicity, from pre-Columbian times to the present.

3. What are the major tenets of the American promise to immigrants? Students should select and discuss the key phrases from the Declaration of Independence, the Bill of Rights, and the words of leaders from Jefferson to Lincoln to King; from the songs and poems school children are commonly taught; and also from currently popular music, stories, and drama. This is an ideal cooperative activity.

4. What were the contributions and sacrifices made by men, women, and young people of the several racial and ethnic groups who fought in the common cause of the American Revolution? Did certain people hold back or join the other side? Why was unity not complete?

**Grade 6: World History and Geography: Ancient Civilizations**

*How do the ancient histories of the people of Africa, Asia, and Europe already demonstrate the common human condition, common human needs and aspirations, and common potential for creativity and fortitude of humanity?*

1. Have students search out the ways the major world religions declare, or imply, that all men and women are created equal, and thus present us with the moral necessity to treat people of every origin and condition as equals.

2. How do the ancient histories of the people of Africa, Asia, and Europe already demonstrate the common human condition, common human needs and aspirations, and common potential for creativity and fortitude of humanity? This is an ideal group activity.

3. In surveying the ancient world, students should pay special attention to how each society they study treated "foreigners" in their midst. How equal or unequal was the treatment of immigrants, minorities, women, captives, and slaves? By what means could the disadvantaged sometimes approach equal status or full citizenship?

*Use the trial of Socrates to illustrate the force of civic patriotism on both sides of the case and the common Athenian creed that underlay even the most dramatic internal disputes in the society.*

4. Use the trial of Socrates to illustrate the force of civic patriotism on both sides of the case and the common Athenian creed that underlay even the most dramatic internal disputes in the society. Raymond English's Greek and Roman Civilization from the "Human Adventure" series, pages 48-51, complements this discussion.

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. In what ways did Roman society, in different periods of history, offer, or deny, equal citizenship and rights under Roman law to men and women of the many ethnic groups in the Empire?

2. Once the survey of ancient, medieval, and early modern peoples whose descendants make up the American people is completed, students may note the needs, aspirations, and potential that appear common to humankind beneath the differences of culture and religion.

3. Throughout the year, students should pay special attention to the treatment accorded to minorities, women, and "outsiders" by the various medieval and early modern societies as they study across the globe. See Spindle Stories by Lyn Reese, Handbook of the Renaissance by Lee McRae, and similar resources.

4. How did the political principles advanced during the Enlightenment seek to further the equal treatment of people in any given society, and to soften or eliminate internal conflicts in society?

**Grade 8: United States History and Geography: Growth and Conflict**

1. Students should focus upon the colonial heritage from the Old World - Judeo-Christian, Greco-Roman, European and English - and all the elements in it that provided for the Founders with arguments for equality, liberty and justice for all, and for the guarantee of natural rights under a system of law. This is an ideal project for investigation by student teams. Carefully selected sequences from program 5 "Equal Protection of the Laws," The United States Constitution video series (Agency for Instructional Technology), will provide essential background information.

*What were the inequalities suffered by various groups of Americans after the Revolution and how were these explained or justified by those who instituted them or who were content (or resigned) to leave them in place?*

2. What were the inequalities suffered by various groups of Americans after the Revolution and how were these explained or justified by those who instituted them or who were content (or resigned) to leave them in place?

3. To what degree were the several reform movements of the Pre-Civil War period concerned with achieving equality of rights and fairness of treatment for those suffering inequality and injustice? Was any disadvantaged or exploited group left out? Richard Allen: Religious Leader and Social Activist from Chelsea House's "Black Americans of Achievement" biography series is one of several books which support this discussion.

4. What steps did businessman and abolitionist Paul Cuffe believe were necessary to bring an end to slavery and realize a more hopeful future for

African Americans? Selected chapters in Arthur Diamond's biography Paul Cuffe: Merchant and Abolitionist provide background for a discussion of Cuffe's ideas and accomplishments.

5. What did the Civil War, Emancipation, and Reconstruction do to bring African Americans close to equality in American society, and what remained to be done? To what extent is public law able to counteract the power of racism then and now? Biographies of Sojourner Truth, Mary McLeod Bethune, and A. Philip Randolph enrich this study; they can be found in Chelsea House's "Black Americans of Achievement" series. See also the video program The Jackson Years: The New Americans (Learning Corporation of America). The video program Civil War: Promise of Reconstruction (Learning Corporation of America) dramatizes efforts of Gideonite missionaries to educate and teach small business management to seven thousand former slaves - only to find the experiment fail because of profiteering.

*Can the doctrines of Social Darwinism and "laissez-faire" be reconciled with the American creed of equality and justice for all?*

6. Can the doctrines of Social Darwinism and "laissez-faire" be reconciled with the American creed of equality and justice for all? Have students debate the question in regard to the treatment of labor in the 19th and 20th centuries.

## B. EXEMPLARS

***PRIMARY GRADE: RECOGNIZE THAT AMERICAN SOCIETY IS NOW AND ALWAYS HAS BEEN PLURALISTIC AND MULTICULTURAL.***

As part of the "Our Nation's History" unit, third graders can develop a cluster map of "Nationalities of Our Country," listing the diverse ethnic groups that share in the American identity. To support and enrich their map, the teacher should read aloud a number of stories demonstrating the ethnic variety in American life. Examples: Watch the Stars Come Out; Immigrant Girl; A is for Aloha; Honey, I Love; Mr. Fong's Toy Shop; Yonie Wondernose; Pedro, the Angel of Olvera Street; Mieko; The Little Weaver of Thai-Yen Village; and Alaskan Igloo Tales. Such songs as "Las Mañanitas," "Michie Banjo" and "Paddy Works on the Railway" may also supplement the study. What nationalities are represented in the classroom? In the school? By contacting city and county administrative offices, students can gather information about the ethnic make-up of their locale. Have students attend or participate in a local ethnic festival. Why have so many people come to the United States? Eve Bunting's How Many Days to America? A Thanksgiving Story, demonstrates how people continue to escape oppression and come to America in order to share in its freedoms and hopes.

*By contacting city and county administrative offices, students can gather information about the ethnic make-up of their locale.*

***INTERMEDIATE GRADE: UNDERSTAND THE AMERICAN CREED AS AN IDEOLOGY EXTOLLING EQUALITY AND FREEDOM.***

Religious expression and dissent have often been a point of conflict throughout history. After studying Anne Hutchinson and Roger Williams, have fifth graders contrast the Puritans' search for a country where they could be free to pursue their religious ideals with their treatment of Hutchinson and Williams. How might the lives of these people have influenced our present-day freedom of religious expression? As an extension of this idea, examine and discuss the illustration captioned, "...And this be our motto, in God is our trust..." from Peter Spier's Star Spangled Banner as an expression of our religious diversity.

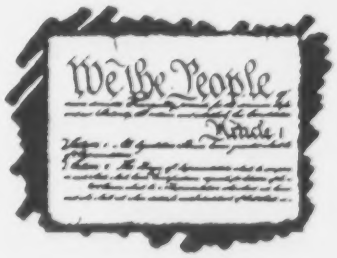
***UPPER GRADE: RECOGNIZE THE STATUS OF MINORITIES AND WOMEN IN DIFFERENT TIMES IN AMERICAN HISTORY.***

*How are we each responsible for helping oppose discrimination?*

As a part of the "Linking Past to Present" unit at the end of the year, help eighth graders recall instances of prejudice and inequality studied during the year. How have things changed over time? What events helped bring about changes? How are we each responsible for helping oppose discrimination? The discussion may be enriched if the teacher reads aloud selected vignettes from Eloise Greenfield's Childtimes, a three-generation memoir of black women, or Langston Hughes' poem, "I, Too, Sing America".

# CONSTITUTIONAL HERITAGE

Students must understand the nation's constitutional heritage and the principles of the Constitution that created our democratic form of government if they are to participate as contributing, decision- making citizens. They need to know that a democratic government exists for the people and that the people rule through the processes of choice and consent of the governed.

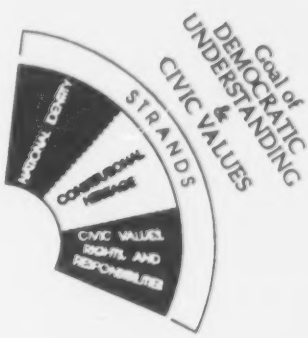



Throughout the K-8 curriculum, students should gain an understanding of how our western heritage, reaching back to earliest times in Babylon, Greece, and Rome, formed the Founding Fathers' beliefs about governmental limits and individual liberty. The historical context in which our Constitution was written should be a central focus of any study of the United States Constitution. Our debt to English and Colonial experience must be included in the historical study of our Constitution.

"To understand the nation's constitutional heritage, students must:

- Understand the basic principles of democracy...
- Understand the historical origins of basic constitutional concepts such as representative government, separation of powers, and trial by jury."

(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, pages 21, 22.)




## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

**Kindergarten: Learning and Working Now and Long Ago**, and
**Grade 1: A Child's Place in Time and Space**

At these grade levels, the strand exists in preliminary form. As pupils learn to understand order and self-reliance or first hear of George Washington and other founders, a foundation for later reference is being cultivated.

**Grade 2: People Who Make a Difference**

Have students help develop a list of values that provide the basis for classroom procedures, participation, and duties. How are these also essential for workers in the community?

**Grade 3: Continuity and Change**

In "Our Nation's History," students should hear stories of the Mayflower, the Pilgrims, and early leaders who helped found the nation. Maestro's A More Perfect Union helps introduce general information about the Constitution's creation. See also David Adler's "Picture Book" biographies of Washington, Franklin, Jefferson, and others.

*The historical context in which our Constitution was written should be a central focus of any study of the United States Constitution.*

**Grade 4: California: A Changing State**

1. How do the California Constitution and California's electoral laws guarantee that the people rule, but, at the same time, that their power is limited by laws that protect minorities against the tyranny of the majority? A sequence in the episode, "Sketches from the Capital," from the video series On Location: Travels to California's Past highlights this topic.

2. How are the separation of powers and checks and balances, worked into the California Constitution? How are the several functions of government assigned to different branches and agencies?

3. Can the people or state of California delay or defy Federal law made in Washington, or secede from the Union? Why not? How are disputes between state and central government supposed to be resolved?

*How did events before, during, and after the Revolutionary War prove to many Americans that their own constitution would have to give the central government some power over the states?*

**Grade 5: United States History and Geography: Making a New Nation**

1. Explain how the Virginia House of Burgesses and Pilgrims' Mayflower Compact were early steps in constitutional government in the Americas. Why can a constitution also be called a contract? Have students draw up examples of contracts.

2. What does it mean to separate church and state? Why is it important in safeguarding the freedom of thought and action of churches, of elective governments, and of individuals?

3. The English government at the time of George III was a constitutional, elective, and parliamentary government. On what grounds could American colonists argue that it was an arbitrary, tyrannical government, contrary to English tradition?

4. How did events before, during, and after the Revolutionary War prove to many Americans that their own constitution would have to give the central government some power over the states?

**Grade 6: World History and Geography: Ancient Civilizations**

1. What features did the Athenian form of self-government have in common with the American constitutional system, and what features are different? Use student teams to research and report.

2. Aristotle described six possible forms of government: kingship, tyranny, aristocracy, oligarchy, polity (what we call democracy), and mob rule. Why did he say the three good forms implied "contract" with the people and the three bad forms destroyed that "contract"?

*What features did the constitutions of the Roman Republic have in common with the American constitutional system and what features were different?*

3. What features did the constitutions of the Roman Republic have in common with the American constitutional system and what features were different? Again, students teams should report. Excerpts from Polybius are possible here. Teachers may also want to read The American Colonial Mind and The Classical Tradition by Richard Gummere (Harvard, 1963).

4. How did both Greek democracy and Roman republicanism fail to ward off the damage of demagogues and the tyranny of the mob? How does the United States Constitution try to do that?

**Grade 7: World History and Geography: Medieval and Early Modern Times**

*How did the political structure of European feudalism develop into contractual, constitutional, representative government?*

1. How did the Roman failure to achieve orderly transfer of political power contribute to the weakening and ultimate downfall of the Empire? How do we achieve orderly succession?

2. How did the political structure of European feudalism develop into contractual, constitutional, representative government? Focus on the Magna Carta and the evolution of Parliament in England. The video program "Peasant's Revolt" from The Middle Ages video series (PMI/ Films Incorporated) examines the revolt of 1381 from the perspectives of both the peasants and King Richard II.

3. The English Constitution was largely developed through the events of the English Revolution of the 17th century. What were the major laws, practices, and basic rights that permanently limited royal power and made an elected Parliament supreme?

4. Why and how do most of the documents in the history of free government, from the Magna Carta to the United States Constitution, focus on limiting the executive's power to levy taxes and appropriate funds?

5. Examine Montesquieu within the context of the Enlightenment, and study his The Spirit of the Laws for his ideas on liberty and government. Useable excerpts and activities are contained in Slices of Time: The U.S. Constitution in Global Perspective (The World History Project, Department of History, University of Illinois at Chicago, (312) 996-3141).

**Grade 8: United States History and Geography: Growth and Conflict**

*Explain how the United States Constitution, like the Magna Carta many centuries earlier, was largely shaped by the workings of a balance of power in society, with several independent power-holding groups forging a compromise to preserve the interests of all.*

1. In the unit, "Our Colonial Heritage," have students review the Mayflower voyage: its destination, hardships, arrival, and the ocean currents in which it sailed. This prepares them for such films as ABC-TV's "The Pilgrim Adventure," which sets the Mayflower Compact in historical perspective. What makes the Compact a seminal document in U.S. history? How are civic values of order, community, and trust reflected in the compact? The text of the compact may be found in resources such as The Primary Source, Volume I by Julia Hargrove.

2. Explain how the United States Constitution, like the Magna Carta many centuries earlier, was largely shaped by the workings of a balance of power in society, with several independent power-holding groups forging a compromise to preserve the interests of all.

3. Explain those features of the Constitution and Bill of Rights that aim to solve the puzzle of creating a government strong enough to meet the nation's problems but limited in its power over state and local government, and over individual rights and property. Books by Richard Morris and Peter Sgroi may help this discussion. Also see the video program

The Constitution: The Compromise that Made a Nation (Learning Corporation of America).

4. Ask students to assume the perspective of one of the founding fathers and keep a diary of their views of the Philadelphia convention. Primary sources from such books as Letters of Liberty by the Constitutional Rights Foundation and 1787: The Day-to-Day Story of the Constitutional Convention by the National Park Service are helpful, as are the founders' picture biographies from the Eastman Kodak Company. The diary excerpts should include facts about the character, his role at the convention, occupation, home state, and attitudes.

5. What were the main arguments of the anti-Federalists against ratification? Which of these have been met by the amendments to the Constitution, from the First to the Twenty-sixth?

*The computer simulation, Decisions, Decisions: Budget Process, places the student in the role of a representative who must support and enact his/her or another's version of a budget proposal (Tom Snyder Productions).*

6. Explain why it took a civil war costing 600,000 American lives to cut away the Constitution's compromise over slavery. How were the Civil War amendments themselves rendered inoperable by the courts and local political interests?

7. How did the courts, business interests, and government officials interpret the Constitution in ways that blocked the effective organization and activity of labor unions to improve working conditions?

The computer simulation, Decisions, Decisions: Budget Process, places the student in the role of a representative who must support and enact his/her or another's version of a budget proposal (Tom Snyder Productions).

## B. EXEMPLARS

*PRIMARY GRADE: UNDERSTAND THE BASIC PRINCIPLES OF DEMOCRACY.*

*As an introduction to Jean Fritz's Can't You Make Them Behave, King George?, the teacher and students can examine how Americans choose their leaders today.*

This activity is designed to help third graders understand the ideas of choice and consent of the governed. As an introduction to Jean Fritz's Can't You Make Them Behave, King George?, the teacher and students can examine how Americans choose their leaders today. Emphasize that George III was not elected by the people. After the reading, have students act out selected passages of the story to understand how the early colonists felt. Why is it important to choose your own leader?

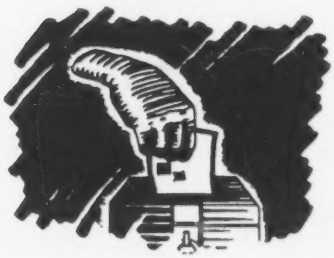
*INTERMEDIATE GRADE: UNDERSTAND THE BASIC PRINCIPLES OF DEMOCRACY.*

After the students have studied the events leading to California's statehood, the teacher and students can identify the critical attributes of a constitution. Examine copies of the California State Constitution in English and Spanish and the United States Constitution to notice key similarities and differences. Why was the California Constitution written in both languages? What guarantees did it provide for Spanish-speaking citizens? Based on what they know about the purpose of a constitution, students can develop their own class constitution.

***UPPER GRADE: UNDERSTAND HISTORICAL ORIGINS OF BASIC CONSTITUTIONAL CONCEPTS SUCH AS REPRESENTATIVE GOVERNMENT SEPARATION OF POWERS, AND TRIAL BY JURY.***

In the seventh grade, students will have studied the clash of ideas between the "Natural Rights of Human Beings" and "the Divine Rights of Kings," as these terms apply to the Enlightenment. In the eighth grade, readings from the Declaration of Independence can be used for discussing key ideas: "Natural Rights," "Natural Law," "All men are created equal," "endowed by their Creator with certain unalienable rights," "Laws of Nature," and "Nature's God." Ask class members to enact a debate of these ideas between loyalists and supporters of the Declaration of Independence. Other students can participate by posing questions and voting for the side that presents its posture most clearly and convincingly. Students may use a variety of sources in preparing for the panel debate.

# CIVIC VALUES, RIGHTS & RESPONSIBILITIES



Educating effective citizens is one of the most important challenges our schools face today. The survival of our democratic form of government depends upon our transmitting to students the political vision of liberty, justice, and equality which unites us as a people. Preparing students to be responsible citizens of tomorrow requires them to know what is required of citizens in a democracy, to understand that the quest for worth and meaning is directly linked to contributing to their own community. An effective citizenry is one where all members of a community or nation contribute to the social and economic well-being of a society. Horace Mann stated, "In order that men may be prepared for self-government, their apprenticeship must commence in childhood. The great moral attribute of self-government cannot be born and matured in a day; and if school children are not trained to it, we only prepare ourselves for disappointments." .

In order to protect our political heritage, Thomas Jefferson prescribed a general education not just for a few but for all citizens. A generation later, Alexis de Tocqueville reminded us that our first duty was to "educate democracy." The second goal of the framework requires educating our students for democracy. This strand not only calls for students to understand their civic values, rights, and responsibilities as citizens in a democracy but also to recognize the inherent strengths of the democratic system and the ways democracies can perish.

"To understand civic values, rights and responsibilities, students must:

- Understand what is required of citizens in a democracy...
- Understand individual responsibility for the democratic system."

(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, pages 22, 23.)

## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

*Preparing students to be responsible citizens of tomorrow requires them to know what is required of citizens in a democracy, to understand that the quest for worth and meaning is directly linked to contributing to their own community.*

**Kindergarten: Learning and Working Now and Long Ago**

The strand exists in highly simplified form at this level as students learn to work together, share attention, and respect others' property. The video program "Keeping Friends" from the Out and About video series (Agency for Instructional Technology) describes how to be a good friend - sharing, helping, caring, and working out problems.

**Grade 1: A Child's Place in Time and Space**

1. Have students work collaboratively in making a map of the immediate geographic region. Encourage them to solve certain problems or obstacles together. For example, making a list of materials needed, and deciding how to represent geographical features in drawings are two problems students can solve. The teacher should actively assist in parts of the process.

2. Learn to sing together, from memory, folk songs of various cultures represented in the room. The songs should relate to beliefs, customs, or cultural aspects of peoples studied. Emphasize the pleasure of sharing and participating in heritages from diverse groups. Music textbooks contain a variety of suitable songs.

**Grade 2: People Who Make a Difference**

1. How is cooperation necessary among producers, processors, transporters, and consumers? The program "Food" from the Basic Needs video series (Coronet) details how people work to bring each of the major food groups from nature to the processing plant and then to the table.

2. How is honesty important in a community of workers?

**Grade 3: Continuity and Change**

*Tell the story of San Francisco's recovery from the great earthquake and fire.*

1. As a part of the unit, "Our Nation's History," have students write about what it means to be a good citizen. Munro Leaf's Being an American Can Be Fun contains passages that may be shared to initiate discussion. Though it is out of print, the book is worth seeking through libraries.

2. Have the class attend or participate in a local festival or celebration. Examples: Veteran's Day, Moon Festival, Homecoming, Cinco de Mayo.

**Grade 4: California: A Changing State**

1. What were the negative effects of the Gold Rush on civic values and the willingness of people to respect the rights of others? What groups and individuals took up responsibilities for supporting law, civility and fairness?

2. Tell the story of San Francisco's recovery from the great earthquake and fire. How did San Franciscans of different groups and classes exercise their civic responsibilities and contribute to the common good? Garthwaite's novel Shaken Days and Levine's If You Lived at the Time of the San Francisco Earthquake enlarge understanding of this momentous event.

3. How do conflicts over water rights illustrate both the willingness and the refusal of certain interests to compromise over matters that will affect all future generations?

4. What is the rate of voter participation in California elections? How do students of this age explain the lack of interest in so many people?

**Grade 5: United States History and Geography: Making a New Nation**

*How did the religious beliefs of the Puritans reinforce their sense of civic duty and their insistence that every child receive an education?*

1. How did the religious beliefs of the Puritans reinforce their sense of civic duty and their insistence that every child receive an education? Have Americans changed in these regards?

2. To what extent did the active, sometimes violent, participation of ordinary people in anti-British activities help to speed the coming of the American Revolution? What events and leaders helped to stir up their activism?

3. Can students find memoirs or biographies that explain what inspired so many to volunteer for the revolutionary army and what sustained those smaller numbers at Valley Forge? On the other hand, why were so many apathetic or hostile to serving? Teachers may use excerpts from such books as Martin's Private Yankee Doodle, Stone's Rebellion's Song and Knight's The Winter at Valley Forge: Survival and Victory to precede the discussion of these questions.

*Accounts of the Westward movement show the absolute necessity of solidarity, performance of duty, and mutual responsibility if pioneer trains and new communities were to survive.*

4. Accounts of the Westward movement show the absolute necessity of solidarity, performance of duty, and mutual responsibility if pioneer trains and new communities were to survive. Are there examples of this spirit at work today? Suzanne Hilton's Getting There: Frontier Travel Without Power can be used to enhance the discussion.

5. To further explore the last question, students can interview public officials, civic leaders, and members of service organizations to get their views, and also to hear how they might find ways to practice public and community service.

**Grade 6: World History and Geography: Ancient Civilizations**

1. What did the Hebrew prophets say were the duties and responsibilities of their people's to promote justice and well-being in their communities and to care for the security and welfare of others? See the Biblical books of Amos, Isaiah, and Micah as references.

2. Compare and contrast the ideal citizen of Athens and Sparta. How were they alike and different in their civic values, their duties, and their responsibilities to each other and to the city?

3. Confucius and Mencius were concerned with promoting the kind of values and behavior that would keep society and public life harmonious. What were their major principles? Do they differ from our principles?

4. What major principles of Christianity seem especially important to the well-being of society? Would the Sermon on the Mount help make good citizens? Why did Roman authorities consider Christianity a threat to public order?

*Compare and contrast the ideal citizen of Athens and Sparta.*

5. From the several codes of conduct cited above, choose those principles and exhortations that would seem most valuable and relevant to the ideal citizen in a modern democratic society.

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. Historians have explained the decline and fall of Rome partly by the decay of civic spirit among Romans, their avoidance of taxes, military service, and other duties and responsibilities. What could have caused this loss of morale? Do you see any modern parallels?

2. In the Middle Ages, privileges and honor were, in theory, the rewards for valuable services performed and sacrifices made for the common good. What services and sacrifices were expected of the clergy? Of the

knights? Do we, either in practice or in theory, reward richly those people who serve and sacrifice for the common good? If so, how? Carefully selected sequences from the program "The Crusades: October 2, 1187" from the Timeline video series (Zenger Video) describe the motivation for involvement by knights and clergy and the sacrifice they made.

3. Political thinkers who encourage widespread citizen activity in public affairs usually have a hopeful view of human nature and of most people's moral character. Machiavelli had a negative view of people in his day and advocated rule from above. Which is correct? Hold a debate.

4. Many Enlightenment thinkers were optimistic in their view of people's potential for civic virtue and political intelligence, provided they received a solid education, especially in history and philosophy. Why would they think so and do you agree? Are Americans getting that kind of education today?

**Grade 8: United States History and Geography: Growth and Conflict**

1. What was Thomas Jefferson's view of the kind of education people should have to develop proper civic values and to carry out their duties responsibly? How close are we to providing that kind of education to everyone today?

2. On what grounds was voting and holding public office restricted in the early Republic to free white males of property? Were any of those grounds justifiable? What has changed to make them unjustifiable now?

3. Under Jacksonian democracy, voting and office-holding were extended to many more people. What were the major effects of this broader participation? Were better leaders elected? Have students debate.

4. How did many of the pre-Civil War reform movements focus on the goals of opening equal participation in public life and of preparing the hitherto excluded for such participation? Which of them succeeded?

5. Why was the denial of education for African Americans so central to post-Civil War efforts to keep society segregated and government strictly in the hands of whites? Read Patricia McKissack's Mary McLeod Bethune for one example of an accomplished citizen who grew up during this era.

6. What old and new participants in public debate and public affairs helped to achieve progressive reforms, social legislation, and early governmental regulations of business before the First World War?

*Why was the denial of education for African Americans so central to post-Civil War efforts to keep society segregated and government strictly in the hands of whites?*

## B. EXEMPLARS

***PRIMARY GRADE: UNDERSTAND WHAT IS REQUIRED OF CITIZENS IN A DEMOCRACY.***

The ability to assess information and then to determine one's involvement is a quality required of a citizen in a democracy. In the primary grades have students imagine what school would be like if there were no rules (e.g., about talking, sharing equipment on the playground, raising one's hand, taking responsibility for

*Have students imagine what school would be like if there were no rules.*

one's supplies). Possible consequences can be listed on the board and students should be encouraged to discuss each scenario. Then have them draw pictures or write stories to show how they would be affected by the imaginary situation. To extend this activity, teachers can have students develop their classroom rules and discuss their responsibility as a member of the group to keep the rules. When and why are rules needed? How can we tell if something is a good rule or bad rule?

*Have students research a particular problem facing their community (e.g., ground water resources, need for additional electrical power, wind machines versus nuclear power, drug related problems).*

***INTERMEDIATE GRADE: UNDERSTAND INDIVIDUAL RESPONSIBILITY FOR THE DEMOCRATIC SYSTEM.***

The following activity is designed to help develop students' ability to act individually or with others to protect their interests and values. After studying the fourth grade unit on "Modern California: Immigration, Technology, and Cities," have students research a particular problem facing their community (e.g., ground water resources, need for additional electrical power, wind machines versus nuclear power, drug related problems). Have them work in cooperative groups to identify the problem, complete the research, define and clarify the position the group will take, identify other community groups which are likely to support their position and then plan how they will influence other students, citizens, and community officials to adopt their position. Possible strategies for convincing others of the rightness of their position would be to develop poster campaigns, write letters, hold debates, make speeches, send letters to the editor of the local paper, attend appropriate public meetings or plan and conduct a telephone campaign. If feasible, students can attend city council meetings to observe the process and to bring their issue to the attention of the Council.

It is important that students learn how to develop informed positions about situations in which there are competing responsibilities, interests, and values.

***UPPER GRADE: UNDERSTAND INDIVIDUAL RESPONSIBILITY FOR THE DEMOCRATIC SYSTEM.***

The roots of Women's Rights can be traced back to the late 1700s to a book titled, The Vindication of the Rights of Women written by Mary Wollstonecraft.

In the eighth-grade unit on "The Constitution of the United States," students study the Constitution and the framers' efforts to establish a government giving its citizens the right of self-government and freedom. The roots of Women's Rights can be traced back to the late 1700s to a book titled, The Vindication of the Rights of Women written by Mary Wollstonecraft. In the "Linking Past to Present" unit, eighth graders learn how women's rights might never have been more than a vague idea had it not been for the anti-slavery issue. Have them read such works as Sojourner Truth: Slave, Abolitionist, Fighter for Women's Rights by Edward B. Claflin, Founding Mothers: Women of America in the Revolutionary Era by Linda de Pauw, Susan B. Anthony by Ilene Cooper, and The Story of the Nineteenth Amendment by R. Conrad Stein. In 1872, even though it was illegal for women to vote, Susan B. Anthony and fifteen other women voted in the presidential election in Rochester, New York. As a result she was tried for committing an illegal act. She used the fourteenth amendment that had been passed in 1865 as her defense. She lost. Why were the anti-slavery and Women's Rights Movements teamed together? Stage debates or class forums on one or more of the following:

> **14th Amendment** - What rights are "basic or essential" as outlined in this amendment? In the trial of Susan B. Anthony, why didn't the 14th Amendment protect her?

**15th Amendment** - Why were women left out? Whom did it benefit? What did the American Anti-Slavery Society and the Women's Suffrage Movement have in common?

*What did the American Anti-Slavery Society and the Women's Suffrage Movement have in common?*

**19th Amendment** - Why did it take so long? What did it take to bring it about?

As a closing activity research and report the voting qualifications and the voter registration process in California.

# PARTICIPATION SKILLS

Working together is a fundamental requirement for a democracy. Students need to develop those skills which will enable them to be active participants, not only in their classrooms but eventually in their communities and their country. Volunteerism is a mainstay of society. When students learn to volunteer for the common good of their communities, they are not only becoming active participants in the world but they are also gaining a better understanding of their own society.

When students cooperate with one another, they learn how powerful and effective a group can be. Participants make a real impact on their communities and country. Students need to experience for themselves what it feels like to be a responsible, involved, and informed citizen.

"To participate effectively in society, students need to:

- Develop personal skills...
- Develop group interaction skills...
- Develop social and political participation skills."

(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, page 24.)

Goal of
SKILLS ATTAINMENT
&
SOCIAL PARTICIPATION

## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

*NOTE:* A collectively-written newspaper is a suitable strategy for most grades.

**Kindergarten: Learning and Working Now and Long Ago**

Students can use big blocks and small-sized furniture to construct an imaginary neighborhood. With hats, clothes, and props, have them act out human endeavor in make-believe places: grocery store, hardware store, buses or trolleys, parking lot, and others.

*When students learn to volunteer for the common good of their communities, they are not only becoming active participants in the world but they are also gaining a better understanding of their own society.*

**Grade 1: A Child's Place in Time and Space**

Cooperation and individual ability are important elements for an efficient community. After hearing portions of Gibbons' Post Office and taking a trip to the local post office, have children enact the work at a post office and its delivery personnel in a make-believe community. How is it important for each worker to care about his or her tasks? Selected sequences from "Post Office" from the Terrific Trips video series (Churchill Films) will show the roles of various personnel. The programs "Police Station" and "Fire Station" from the Mickey's Field Trips video series (Disney) are additional examples.

**Grade 2: People Who Make a Difference**

Have students collaborate in making a small "model map" of the school and its immediate neighborhood. Blocks, cartons, cans, and boxes should be brought by children to help complete the project. In this way, participation skills are integral to a geography topic.

**Grade 3: Continuity and Change**

Together, students should learn to perform some of the important patriotic songs and poems of American heritage. Examples: "America the Beautiful," Hemans' "Landing of the Pilgrim Fathers." The activity promotes group participation and also establishes a habit for later behavior, such as singing the national anthem at meetings or athletic events.

*Recreate a session of the legislature in which students must argue the case for the needs and requests of people unlike themselves.*

**Grade 4: California: A Changing State**

1. Have students write and enact a short, three-scene play of the events in the lives of either Biddy Mason or Bernarda Ruiz. See the California Department of Education publication, California Women, for stories and pictures of those women.

2. Have students list all the kinds of duties and work required to sustain and protect a mission. Have each choose a role by lot, and describe - hour by hour - a typical day's work and interaction with others.

3. Set up a California map-making activity as a wholly cooperative effort, with different but overlapping sectors assigned to each student team.

4. Recreate a session of the legislature in which students must argue the case for the needs and requests of people unlike themselves.

**Grade 5: United States History and Geography: Making a New Nation**

1. Ask students to dramatize life in a colonial school, including modes of learning and discipline. John Loeper's Going to School in 1776 is a helpful resource.

2. Fifth graders can develop a keen awareness of the importance of working together by planning an imaginary trip across the continent by covered wagon during the early 1800s. Cooperatively, each group of students can form its own "wagon train." Within their group they should determine who will be responsible for each aspect of their journey - leadership, food, water, scouting, protection, etc. Decisions facing each group include the size of wagon needed, family composition, the miles covered in one day, food, clothing, supplies, etc. What would happen if someone neglected his duties? How would this affect the entire group as a whole?

3. Study the workings of a family farm in the 19th century. Have students choose roles by lot, and describe - hour by hour - what they would need to do, alone and with others, to provide food, clothing, and shelter.

*Ask students to dramatize life in a colonial school, including modes of learning and discipline.*

**Grade 6: World History and Geography: Ancient Civilizations**

1. In break-out groups, have students study excerpts from Thucydides' The Peloponnesian War. Student groups should prepare summaries of the people, examples, and events in their assigned portion. These are presented in charts or other form. Careful selection of excerpts allows for a good capsule of key portions of Thucydides' work.

*Recreate the Constitutional Convention in the class, using the same procedures as at Philadelphia to create a constitution for the entire school.*

2. Have students put together two newspapers - one describing the day's events when Moses brought the Commandments down from the mountain, and another dealing with Jesus' Sermon on the Mount - all with suitable interviews and commentary. Due to the nature of the subject matter, students should avoid travesty and instead develop the kinds of reports which actually might have taken place had newspapers been a feature of daily life.

3. Divide the class into two teams, one Athenian and one Spartan. Each will describe to the other - and defend the superiority of - their training, education, heroes, ambitions and daily lives.

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. In a "core" class, have students study, rehearse, and present an abridged version of one of Shakespeare's plays. Heraldry, simple staging, and costuming are described in the "Shakespeare for Young People" series (Swan Books), which abridges the plays and makes the language more accessible without modernizing it.

2. Analyze the construction, decoration, and maintenance of a great Gothic cathedral as a true community activity. What would have to be done, and what would be the contributions of men, women, and children from each class and occupation? Would it be like building a church today? The four-part, animated Cathedral (PBS Video) is based on Notre Dame de Beulieu.

3. Study the workings of a feudal manor in the Middle Ages. What would have to be done to satisfy all the needs of the various people on it - lords and ladies, priests, artisans, peasants and peddlers - for food, shelter, clothing, religion, education, and defense? Proceed as under the family farm example, Grade 5. The four-part, animated program, Castle (PBS Video), based on David Macaulay's book, explains the castle's cultural and sociological significance.

**Grade 8: United States History and Geography: Growth and Conflict**

1. Recreate the Constitutional Convention in the class, using the same procedures as at Philadelphia to create a constitution for the entire school. How would the procedures and roles change under modern American conditions of TV coverage and media hype?

*Have teams of students put together two editions of a newspaper - one for the North, and one for the South - covering Lincoln's Gettysburg Address, his Second Inaugural, and his assassination.*

2. Have teams of students put together two editions of a newspaper - one for the North, and one for the South - covering Lincoln's Gettysburg Address, his Second Inaugural, and his assassination. Would they necessarily be so different?

3. Ask student groups to study a variety of popular books of the Progressive Era, such as Jed the Poorhouse Boy by Horatio Alger, The Birds' Christmas Carol by Kate Douglas Wiggin, Mrs. Wiggs of the Cabbage Patch by Alice Hegan Rice, and Children of the Tenements by Jacob Riis. What sentiments, morals, and concerns of this era are reflected in such works? How are these different and similar to our time? Do these books offer concerns or sentiments worth emulating today? Report and share.

## B. EXEMPLARS

*After the teacher shares a hypothetical conflict situation with first grade students, have them discuss why the conflict occurred.*

*PRIMARY GRADE: DEVELOP SOCIAL AND POLITICAL PARTICIPATION SKILLS.*

After the teacher shares a hypothetical conflict situation with first grade students, have them discuss why the conflict occurred. For example, Nate and Rosa rush to line up when the recess bell rings. They arrive at the same time. Neither child will move, so pushing and kicking begin. Nate and Rosa both begin to cry as they are being led away from the scene.

How might such a problem have been resolved? Discuss examples of persuasion, compromise, debate, and negotiation (i.e., not the actual terms, but the processes). Students should demonstrate their understanding of these resolutions by acting out a variety of similar situations.

*INTERMEDIATE GRADE: DEVELOP GROUP INTERACTION SKILLS.*

*In the sixth grade unit, "West Meets East," ask four groups of students to each research one school of Buddhist belief: Hinayana, Mahayana, Lamaism, and Zen Buddhism.*

In the sixth grade unit, "West Meets East," ask four groups of students to each research one school of Buddhist belief: Hinayana, Mahayana, Lamaism, and Zen Buddhism. Salient distinguishing beliefs, geographic areas of greatest concentration, differences in regard for Buddha, leaders, and practices should be included in their discussions. Have the group members then "jigsaw," forming new groups with representatives from each initial group. While information is shared from each representative, group mates should listen, take notes, ask questions, and master the information. Afterward, ask students, as a class, to collaborate in identifying examples of schools or sects in other religions. The interaction skills become the means for better understanding the diversity that can exist within religions.

*UPPER GRADE: DEVELOP SOCIAL AND POLITICAL PARTICIPATION SKILLS.*

After studying the impact of the Enlightenment on our society today, seventh graders should demonstrate their ability to solve problems rationally. Have them first investigate problems facing their local community and select a "problem" they can help solve. Ideas could include volunteering time in a convalescent home, cleaning up the school environment, and campaigning for or against a local issue.

# CRITICAL THINKING SKILLS

The ability to critically examine issues and events is essential in history-social science. Critical thinking skills enable students to question the validity and meaning of what they read, hear, think and believe. When used in conjunction with basic skills, critical thinking becomes an important attribute of a complete citizen. In reading documents and other original materials, such as the Constitution, Declaration of Independence, journals, and diaries, students have an opportunity to interpret language, extract meaning, and draw conclusions, activities that support critical thinking development. Students learn critical thinking by confronting issues and writing analytical commentaries.

"The following critical thinking skills are to be developed in the context of the history-social science curriculum:

- ❖ Define and clarify problems...
- ❖ Judge information related to a problem...
- ❖ Solve problems and draw conclusions."

(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, page 25.)

Goal of
SKILLS ATTAINMENT
&
SOCIAL PARTICIPATION

## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

**Kindergarten: Learning and Working Now and Long Ago**

Have students listen to the Aesop fable, "The Crow and the Pitcher" and try out Crow's solution using a small pitcher and pebbles. At a later time, when pupils are asked to help solve a simple classroom problem, the teacher may refer to the clever crow. How can we solve this problem together? "The Crow and the Pitcher" is highlighted in the video programs Aesop's Fables III (McGraw-Hill).

**Grade 1: A Child's Place in Time and Space**

Compare foods, festivals, clothing, and houses of selected cultures studied in the "Cultural Diversity" unit.

*Critical thinking skills enable students to question the validity and meaning of what they read, hear, think and believe.*

**Grade 2: People Who Make a Difference**

In preparing to make maps that will accompany their family histories (referred to in earlier strands), student teams should develop steps and identify resources needed. This requires analysis of the task to complete the project successfully.

**Grade 3: Continuity and Change**

1. Have students collaborate to plan a mural depicting the history of their local regions. What events will be depicted? Why? In what order? How shall each panel be designed? What materials will be needed other than paper and paint?

2. At the conclusion of the "Our Local History" unit, examine different viewpoints regarding a simple but controversial local issue, such as the widening of a residential street, the destruction or renovation of an old landmark, increased water rates, or a proposed school bond. Ask students to write a prediction: what will be the eventual outcome of this controversy? As a result, what will our community's history be in ten years, regarding this issue? Students should give practical reasons for their projection. The aim is not to determine which viewpoint of the controversy is right or wrong, but to point up how change has consequences and impacts future history. This activity initiates the kind of long-range thinking essential for a knowledgeable citizenry.

*Why are popular songs of any particular period likely to reveal people's lives and thoughts?*

**Grade 4: California: A Changing State**

1. How could students go about evaluating the accuracy and fairness of California newspaper accounts of the Gold Rush? Letters, memoirs, biographies, scholarly books might all help, as well as accounts in newspapers from outside of California?

2. Why are popular songs of any particular period likely to reveal people's lives and thoughts? What songs of today would help future historians to paint a realistic and balanced picture of American life and what songs would only mislead them?

3. Why was John C. Fremont such a controversial character? Biographers are often over-critical or over-complimentary of him. Is there any way of finding what he was truly like? Margaret Roberts' Pioneer California has a picture of Fremont. Dolan's Famous Builders of California discusses Fremont's achievement.

4. Historians of the future are likely to use films and television programs as evidence for American and California life in our times. Since so many of these are made in California about California scenes and events, what should we tell future historians about their value as guides to reality?

**Grade 5: United States History and Geography: Making a New Nation**

1. How can we go about evaluating the multiple causes for the great burst of exploration in the 15th and 16th centuries? Will the life and work of any single explorer illustrate all the reasons? How far can we tell which causes, reasons, or motives were most important?

2. The Puritans left England to enjoy freedom of religion, yet were intolerant of dissenters. Can we find clues to their "intolerance" in Winthrop's words about "a city upon a hill"?

3. From what we know of the facts, were Jefferson's accusations against British rule in the Declaration of Independence fairly stated? What might an English observer say? Stage a student debate.

4. What do the tall tales of Mike Finn and Paul Bunyan tell us of people's idea of what was heroic or awesome in those days? Can students construct their own tall tales on today's notions of the heroic and wondrous?

*What do the tall tales of Mike Finn and Paul Bunyan tell us of people's idea of what was heroic or awesome in those days?*

How would they differ? Adrien Stoutenberg's American Tall Tales is one good resource; see also Dell McCormick's Paul Bunyan Swings His Axe, Mike Fink by Carol Beach York, and the animated video program John Henry (McGraw-Hill).

5. Judging from biographies, diaries and journals, what problems did frontier school teachers face? Which persist to this day, which have disappeared, and what new problems have arisen for teachers in the classroom?

**Grade 6: World History and Geography: Ancient Civilizations**

1. Find the items in Hammurabi's Code that are clearly different from our own laws, and discuss the reasons for the differences. Would students argue for the resurrection of any of Hammurabi's ideas that have been dropped since his day?

*In reading Christ's "Sermon on the Mount," look for passages that would give Roman leaders some reasons for their fears, and do a reader's theatre of what they would say.*

2. Examine the Ten Commandments and ask which of them the modern world has abandoned in its general, secular view of right and wrong. Which of them survive, even among non-religious people, as principles of morality and justice?

3. Read Pericles' Funeral Oration and decide what his reasons were for saying what he did. What did he hope to accomplish? Would an American President say the same things at a funeral in Arlington Cemetery?

4. Roman law at its best established guidelines for fair trials; it set rules about evidence, court procedures, treatment of witnesses and the accused. Discuss some of these rules in light of our own standards.

5. Roman leaders feared that Christianity would weaken their society and public loyalty. In reading Christ's "Sermon on the Mount," look for passages that would give Roman leaders some reasons for their fears, and do a reader's theatre of what they would say.

**Grade 7: World History and Geography: Medieval and Early Modern Times**

1. Make a list of the numerous reasons historians have put forth for the decline and fall of Rome. Arrange them under these headings: Political, Economic, Social, Religious, Moral and Cultural. How could we begin to determine which were most important? Is there any way to know?

*From reading The Thousand and One Nights, what can one tell about the kinds of behavior valued by the writer(s) of those stories?*

2. Relate past to present by scanning the same long list of reasons for Rome's decline and fall. Which of Rome's problems do we also have in the United States? Which do we not have? And which of ours did the Romans not have?

3. From reading The Thousand and One Nights, what can one tell about the kinds of behavior valued by the writer(s) of those stories? Is there a commonality of ethical belief with stories of other cultures? What other kinds of readings would be necessary to understand the culture from which this work sprang?

4. Find those points in Confucius' writings that could result in the subordination and control of the merchant class in China. How would a merchant argue for a different outcome?

5. Read a summary of Machiavelli's Prince. Knowing what you know of Italian politics at the time, do his recommendations to rulers make him a rascal who would make things worse, or a reformer who is trying to improve the quality of political life? Explain your answer.

**Grade 8: United States History and Geography: Growth and Conflict**

1. Have three groups of students review the three main strands of the American political and civic heritage:

    a. the Judeo-Christian religious tradition;
    b. ideas and practices of earlier societies, from Athens to the triumph of Parliament in England;
    c. Enlightenment thought.

    How do the three relate to, or reinforce, each other? Where are their clashes or contradictory notions?

2. Why did the makers of the Constitution at Philadelphia apply the separation of powers and install "checks and balances" among executive, legislative and judicial branches? Did they really want to slow down government action; to make government more complex and less "efficient," to deliberately set up conflict? Why?

*Would a new constitutional convention today, open to the public and broadcast on TV, develop a similar or different document?*

3. Would a new constitutional convention today, open to the public and broadcast on TV, develop a similar or different document? What do you think the main differences would be?

4. Examine the Seneca Falls Declaration of Sentiment. Then compare and contrast it to the Declaration of Independence and the Universal Declaration of Human Rights. What do the three have in common? How are they different and why?

5. What is Abraham Lincoln trying to explain to the American people in his Second Inaugural Address? Students should be able to say it all in their own words. They should also discuss whether a modern American audience would accept Lincoln's way of explaining a tragic war to them.

6. Examine headlines and editorials from the "Yellow Press" about the sinking of the Maine and the Spanish-American War. Compare them to what historians now say is the truth, or the likely truth, about those events. How can the differences be explained?

## B. EXEMPLARS

*PRIMARY GRADE: DEFINE AND CLARIFY PROBLEMS.*

*After reading The Important Book by Margaret Wise Brown, have kindergarten students discuss particular characteristics of items in the classroom, school, and home.*

The importance of looking for the critical attributes of any concept should be established in the primary grades. After reading The Important Book by Margaret Wise Brown, have kindergarten students discuss particular characteristics of items in the classroom, school, and home. Then have students identify critical attributes of their pets, neighborhoods, or teacher.

Second graders may apply this same type of thinking when they consider how geographical factors affect the crops farmers can grow. What are the seasonal and soil characteristics of the local region? What kinds of crops are raised there? Have students research the characteristics conducive to raising such crops as artichokes, cotton, olives, and blueberries. Why would these crops be appropriate or unsuitable for the local region? Ask students to identify a crop not grown locally which might acclimate well and justify their decision. Seed packages sometimes contain helpful information that students can use easily.

*After reading portions of Across Five Aprils by Irene Hunt, ask students to write from the perspective of both Jeth and Matthew, articulating both northern and southern viewpoints of the war.*

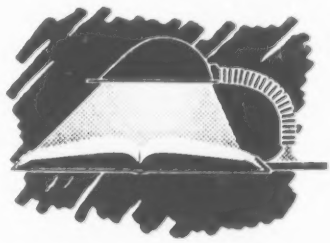
*INTERMEDIATE GRADE: DEFINE AND CLARIFY PROBLEMS.*

Intermediate students can regularly practice skills of problem definition. During the study of California history, consistently ask fourth graders to define problems of each wave of immigrants. For example, Indians had to face scarcity of certain raw materials, 49ers had to survive harsh living conditions; sheep herders had to fight cattle ranchers for water and grazing rights. Guide students through a search for solutions once they have defined such problems.

*UPPER GRADE: SOLVE PROBLEMS AND DRAW CONCLUSIONS.*

After reading portions of Across Five Aprils by Irene Hunt, ask students to write from the perspective of both Jeth and Matthew, articulating both northern and southern viewpoints of the war. Then, after reading Lincoln's Gettysburg Address, repeat the assignment and have students evaluate how opinions were shaped by Lincoln's recognition of sacrifice by both sides. Predict how each brother would react to Lincoln's speech. Finally, ask students to draw conclusions about why the Gettysburg Address is regarded as one of the great speeches of history, taking into account such variables as topic, context, content, time, and audience. The programs "Time to Choose" and "War and Hope" from the two-part video series Across Five Aprils (Learning Corporation of America) dramatize scenes from Irene Hunt's book.

# BASIC STUDY SKILLS



The purpose of basic study skills in the teaching of history-social science is to assist students in acquiring content knowledge. Central to the development of these skills is learning how to collect, analyze, and evaluate information. Basic data collection, analysis, and evaluation lay a foundation for learnings in the critical thinking strand.

In our fast-paced technological society it is essential that our electorate become independent learners in order to resolve numerous personal and societal problems. The history-social science curriculum offers rich opportunities to exercise study skills through oral presentations, discussion, debate, multi-media technology, and frequent writing activities of varying length.

"The basic skills of history-social science include the ability to:

- Acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source material...
- Locate, select, and organize information from written sources, such as books, periodicals, government documents, encyclopedias, and bibliographies...
- Retrieve and analyze information by using computers, microfilm, and other electronic media...
- Read and interpret maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons...
- Understand the specialized language used in historical research and social science disciplines...
- Organize and express ideas clearly in writing and in speaking."

(History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, page 26.)

Goal of
SKILLS ATTAINMENT
&
SOCIAL PARTICIPATION

## A. SELECTED TOPICS, QUESTIONS, AND ACTIVITIES FOR LEARNINGS IN GRADES K-8

**For grades 5 through 8, have students:**

1. Pick a topic or questions from among those listed under the Literacies, and
2. Have them decide how they would teach it to a younger student (or present it to an assembly of parents), and
3. Have them produce an outline of the main points they would make, and

*In our fast-paced technological society it is essential that our electorate become independent learners in order to resolve numerous personal and societal problems.*

4. The words and methods they would use to make the lesson clear and memorable, and

5. Have them perform all or part of it.

Teacher assistance and simplification of topics may be necessary for some students.

**Kindergarten: Learning and Working Now and Long Ago**

Through use of non-fiction picture books and similar literature depicting places, work, transportation, and other aspects of living, children can come to realize that books can be a means of acquiring information. Examples: Machines at Work by Barton, The Little Auto by Lenski, Town and Country by Provensen.

*Ask students to develop questions, interview family members, and record the responses in preparing family histories.*

**Grade 1: A Child's Place in Time and Space**

On a neighborhood walk, observe the landscape and environment; later have children record their observations by drawing or by sharing recollections. This is an introductory activity intended to precede efforts to develop a table map.

**Grade 2: People Who Make a Difference**

Ask students to develop questions, interview family members, and record the responses in preparing family histories.

**Grade 3: Continuity and Change**

Have students apply their developing map reading abilities to examine old and new maps of the local region. What changes may be noticed in the details indicated? What conclusions can be drawn? The video program, Map Skills: Recognizing Physical Features (Coronet), will provide students with background information.

**Grade 4: California: A Changing State**

Have students write of an imaginative "Day in the Life of..." account detailing events and attitudes from the standpoint of a gold miner, a trader in the gold town, or a San Francisco merchant. The pieces should be written as though they were autobiographies.

*Have students write of an imaginative "Day in the Life of..." account detailing events and attitudes from the standpoint of a gold miner, a trader in the gold town, or a San Francisco merchant.*

**Grade 5: United States History and Geography: Making a New Nation**

Using such books as Eric Sloane's An ABC Book of Early Americana or several booklets from Troll's "Adventures in Colonial America" series by James Knight, ask students to report data on tools or trades common to the United States colonies. Using the books' illustrations as a point of departure, students should draw pictures or diagrams to accompany their reports. These may be presented in oral reports to the class.

**Grade 6: World History and Geography: Ancient Civilizations**

Using resources in the library (encyclopedias, general non-fiction, and texts), ask students to research the beliefs of Buddhism, including the "four noble truths," "the noble eightfold path," and "the middle way." Have students each read one of the "Jataka Tales." How does the story illustrate fundamental teachings of Buddha? Selected stories may be read aloud to the class. Later, students should consider how Buddha's ideas are like or different from those of Confucius.

**Grade 7: World History and Geography: Medieval and Early Modern Times**

After studying ancient civilizations of Incas, Mayas, and Aztecs, and viewing pictures of archaeological finds of these cultures, have students write an essay of speculation: supposing that all people disappeared from our town tomorrow, what would the city look like ten, twenty, a hundred, a thousand years from now? What would be the effect of the elements? Would any sign survive? What would decay? What vegetation would overpower the place? Would such structures as the aqueduct, the Golden Gate Bridge, or city hall buildings last?

*Ask eighth graders to write a letter to an imaginary friend as though they had been observers when Lincoln made his famous Gettysburg Address.*

**Grade 8: United States History and Geography: Growth and Conflict**

Ask eighth graders to write a letter to an imaginary friend as though they had been observers when Lincoln made his famous Gettysburg Address. Impressions of the battlefield, the town, the surrounding terrain should be recorded, as well as the reactions of the audience to the speech. Were they impressed or bored? What did the President mean to convey to his listeners? Students should try to put his speech in their own words, as if explaining their recollections. Gettysburg by MacKinlay Kantor provides background for this topic and is easily read by most eighth graders.

## B. EXEMPLARS

*During a walking field trip in the community, observe the uses of land: the kinds, sizes, and uses of buildings; new construction; and different types of roads.*

*PRIMARY GRADE: ACQUIRE INFORMATION BY LISTENING.*

As first graders, children should learn geographic scale and begin to understand such concepts as distance, directions and relative location. During a walking field trip in the community, observe the uses of land: the kinds, sizes, and uses of buildings; new construction; and different types of roads. In the classroom, have children build a floor map of what they saw, using building blocks or boxes to scale. Student drawings, signs and models depict the use of the land or structures. Through this model, the children should discuss such topics as locations of places relative to other places (e.g. school, play field, home, shopping center); directions, (left and right; North, South, East, and West); and reasons for the location of stop signs, fences, buildings, and free space. Teachers should refer to the March 1990 issue of Faces magazine (Vol. VI, Number 6, pp. 11-13) for ideas which can be adapted to this project.

In the second grade, expand this activity to take in a larger geographic area including the highways and railroad lines that link the students' community to other areas.

*INTERMEDIATE GRADE: LOCATE, SELECT, AND ORGANIZE INFORMATION FROM WRITTEN SOURCES.*

Using works of art, myths, legends and primary written sources, ask sixth grade students to examine selected words or terms from ancient Greece and Rome and reconstruct a history associated with them (e.g., Achilles heel, "a little Caesar"). Have them trace the development of a word from its earliest recorded occurrence, or write an account describing how present day words stem from the myths (e.g., psyche, morphine, arachnid). Such sources as Asimov's Words from the Myths and Holt's Phrase and Word Origins are helpful.

*Using works of art, myths, legends and primary written sources, ask sixth grade students to examine selected words or terms from ancient Greece and Rome and reconstruct a history associated with them.*

*UPPER GRADE: UNDERSTAND THE SPECIALIZED LANGUAGE USED IN HISTORICAL RESEARCH.*

The first unit of the seventh grade addresses the question: How do we know about the past? Students should envision themselves as members of a team of eminent historians and archaeologists who have been summoned to an excavation site. While digging through various resources (books, periodicals, maps, charts, globes), locate and record artifacts or finds in an archaeologist's notebook using proper bibliographical entry form. Next, draw a map of the continent and a detailed site map displaying physical characteristics. Also complete a stratigraphy chart (vertical time line) that indicates the historical period. After compiling notes from a variety of sources on the culture of the find, produce a skit depicting a typical event in the life of a man, woman, or child of the period.